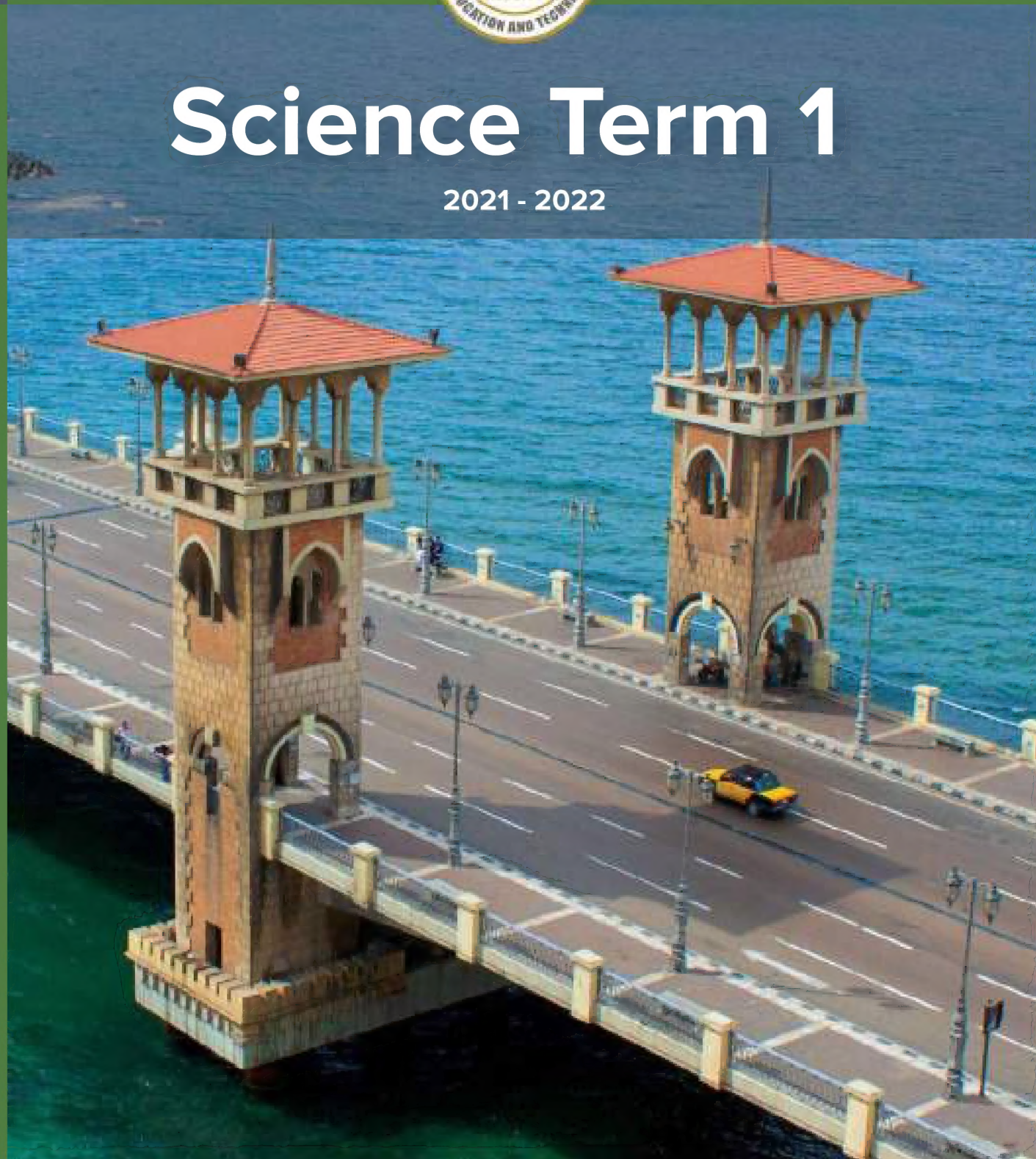




Primary 4  
Student Edition

# Science Term 1

2021 - 2022



## Primary 4 Science

Name \_\_\_\_\_



Primary 4



# Science Term 1

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## FOREWORD

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system. We started in September 2018 with the rollout of KG1, KG2 and Primary 1, followed by Primary 2 and 3. In 2021 we have rolled out Primary 4, and we will continue with the rollout until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors and to our partners including "Discovery Education," "National Geographic Learning" "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, and WB, who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of "rebuilding the Egyptian citizen" and it is closely coordinated with the ministries of Higher Education & Scientific Research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.



## WORDS FROM THE MINISTER OF EDUCATION & TECHNICAL EDUCATION

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we continue to launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots — a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

**Dr. Tarek Galal Shawki**

**Minister of Education & Technical Education**



## Dear Parent/Guardian,

This year, your student will be using Science Techbook™, a comprehensive science program developed to inspire students to act and think like scientists and engineers. Throughout the year, students will ask questions about the world around them and solve real-world problems through the application of critical thinking across the domains of science (Life Science, Earth and Space Science, Physical Science, Environmental Science, and Engineering).



Science Techbook is an innovative program that helps your student master key scientific concepts. Students engage with interactive science materials to analyze and interpret data, think critically, solve problems, and make connections across science disciplines. Science Techbook includes dynamic content, videos, digital tools, hands-on investigations and labs, and game-like activities that inspire and motivate scientific learning and curiosity.



Science Techbook is divided into units, and each unit is divided into concepts. Each concept has three sections: Wonder, Learn, and Share.

**Units and Concepts** Students begin to consider the connections across fields of science to understand, analyze, and describe real-world phenomena.

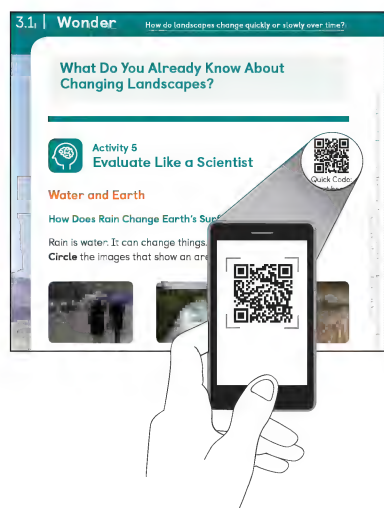
**Wonder** Students activate their curiosity and prior knowledge of a concept's essential ideas and begin making connections to a real-world situation.

**Learn** Students dive deeper into core scientific concepts through critical reading of texts and analysis of multimedia resources. Students also build their learning through investigations and interactives focused on the learning goals.

**Share** Students share what they are learning with their teacher and classmates using evidence they have gathered and analyzed during Learn. Students connect their learning with entrepreneurship, careers, and problem-solving skills.

Within this Student Edition, you will find QR codes and quick codes that take you and your student to a corresponding section of Science Techbook online.

We encourage you to support your student in using the print and online interactive materials in Science Techbook, on any device. Together, may you and your student enjoy a fantastic year of science and exploration.



**Sincerely,**  
**The Science Team**

Theme 1 | Systems

# Unit 1 Living Systems

Photo Credit: Christian Musat / Shutterstock.com





# Get Started

## What I Already Know

Hot and cold temperatures, too much or too little water, availability of food or shelter—these issues can make survival difficult for living organisms. Over time, animals and plants adapt or change so that they can live, eat, breathe, stay safe, and so on. Think about the familiar animals and plants pictured here.



Quick Code:  
egs4001



What are some ways these living organisms have adapted to environmental conditions? Why did the animal or plant adapt or change?

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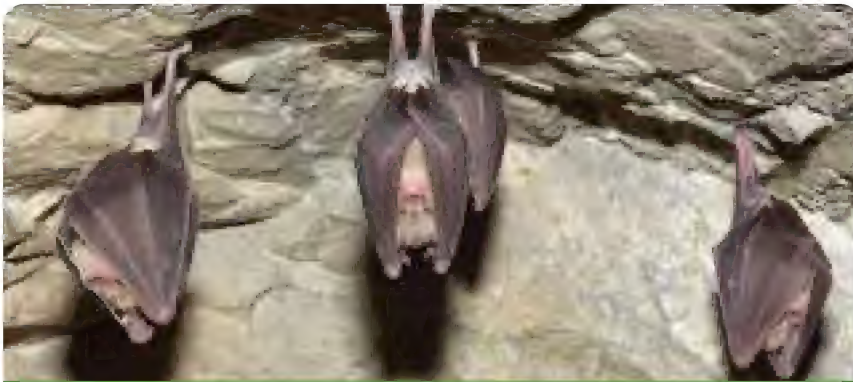
**Talk Together** What about humans? Can you think of ways that people change how they act or dress because of their environments?

During this unit, you will learn a lot more about how living organisms adapt and change. You will investigate how humans and animals use senses to gather information and navigate or get around. You will study a specific adaptation that has to do with the senses of sight and sound—animals that are nocturnal, meaning they are most active at night. Finally, you are going to connect all of your learning about adaptations to determine how animals communicate and transfer information.

# Get Started

## Studying Bats

You might think bats, such as those pictured on this page, are scary. Actually, bats are pretty important to both humans and other living organisms. Scientists often think about a particular animal as part of a larger community of living organisms. As you learn more about adaptations and living systems, you will be asked to think about how bats (and other animals) play specific roles in an ecosystem, and you might find that they are not scary at all.



Bats Sleep Upside Down

Did you know that bats sleep upside down? Did you know that bats have a structure that allows them to fly like birds? Did you know that many bats eat mosquitoes and other insects? Did you know that bats can help plants and flowers similar to bees and butterflies? Did you know that bats are nocturnal, which means they are most active at night? Did you know that even bats that cannot see well at night can navigate using a very cool adaptation called echolocation?

Photo Credit: (a) Christian Musat / Shutterstock.com, (b) Pey Sun / Shutterstock.com, (c) Real PIX / Shutterstock.com

# Unit Project Preview



## Solve Problems Like a Scientist



Quick Code:  
egs4002

### Unit Project: Bat Chat

In this project, you will research bats to learn how their adaptations help them navigate and communicate.



Bat Chat

### Ask Questions About the Problem

You are going to create a diagram that models how bats use sound to avoid obstacles and find prey. **Write** some questions you can ask to learn more about the problem. As you learn about adaptations and senses in this unit, **write** down the answers to your questions.

**Life Skills** I can use information to solve a problem.



CONCEPT

1.1

# Adaptation and Survival

## Student Objectives

By the end of this concept:

- ☐ I can model the relationships between an organism's survival, habitat, adaptations, and body systems.
- ☐ I can argue from evidence that plants and animals have structures and behaviors that help them survive and grow.
- ☐ I can explain how structural adaptations help organisms survive in specific environments.
- ☐ I can argue from evidence that multiple adaptations or organs work together in systems to help organisms survive in specific habitats.

## Key Vocabulary

- |   |                                   |   |
|---|-----------------------------------|---|
| <input type="checkbox"/> adaptation       | <input type="checkbox"/> extinct  | <input type="checkbox"/> reproduce          |
| <input type="checkbox"/> Arctic           | <input type="checkbox"/> ocean    | <input type="checkbox"/> respiratory system |
| <input type="checkbox"/> camouflage       | <input type="checkbox"/> organism | <input type="checkbox"/> survive            |
| <input type="checkbox"/> digestive system | <input type="checkbox"/> pollute  |   |
| <input type="checkbox"/> ecosystem        | <input type="checkbox"/> predator |   |
| <input type="checkbox"/> energy           | <input type="checkbox"/> prey     |   |



Quick Code:  
egs4004



## Activity 1

# Can You Explain?



Have you ever seen a desert lizard like this one? This starred agama keeps cool by finding shade during a hot sunny day. Many animals have special ways to keep cool in the hot desert. How do different types of animals adapt to hot, dry climates?

How do different types of animals and plants adapt to survive extreme climates?

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Quick Code:  
egs4005

**Life Skills**

**I can share ideas I am not yet sure about.**



## 1.1 | Wonder

How do different types of animals and plants adapt to survive extreme climates?



### Activity 2

## Ask Questions Like a Scientist



Quick Code:  
egs4006

### Penguin Feet

Climate is one reason many organisms adapt over generations. An animal you may not know a lot about is the penguin. Penguins in Antarctica live in a polar climate that is one of the coldest places on Earth. **Use** the video and text that follow to **investigate** how penguins have adapted to survive in a cold environment. Then, **answer** the questions that follow.

Have you ever held ice in your hand? How long do you think you could stand on a sheet of ice in bare feet? You would lose feeling in your toes after only a couple of minutes. Amazingly, a penguin has no feathers on its feet, but it can stand around on ice all day. This is important because, unlike most birds, penguins cannot fly. So why don't a penguin's feet freeze?



In addition to other features, such as dense feathers and a thick layer of fat, the way blood moves through a penguin's feet keeps their entire body warm. Blood vessels bring cold blood up from the feet. Other blood vessels bring warm blood down to the feet from the feather-coated body. These vessels weave around each other. Where they touch, the warm blood vessels can then heat up the cold blood vessels. This means the blood traveling up into the body is not cold, and blood flowing down to the toes is warm enough to keep their toes from freezing.

**Life Skills** I can ask questions to clarify.





## Your Ideas

How do penguins' feet help them survive in cold climates?

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**Write** a list of other questions you have about penguins or other animals that live in different cold environments.

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**Talk Together** The big ears on a fennec fox help it stay cool. The path of blood vessels in a penguin help its feet stay warm. How are these adaptations similar? How are they different?



### Activity 3

## Observe Like a Scientist



Quick Code:  
egs4007

### Adaptations for Survival

Scientists ask a lot of questions. When scientists learn something new, new questions come to mind. **Read** the text about another type of adaptation that helps animals survive. Then, **write** three questions you have.

### Adaptations for Survival

**Adaptations** are characteristics that help living things survive and **reproduce** in the **ecosystem** in which they live. For example, thick, white fur is an adaptation in polar bears. It helps them stay warm in their cold, **Arctic** home. It also helps polar bears blend in with the snow as they sneak up on their prey.



Photo Credit: Discovery Communications, Inc.

In contrast, many bears that live in other habitats have darker fur. Brown bears and black bears live in forests. Their dark fur helps them stay hidden among the trees as they hunt. Sandy-colored fur helps desert animals, such as caracals and fennec foxes, blend in with desert landscapes. Rocks in the desert can also be quite colorful. Many lizards have colorful scales that make them hard to see among the rocks. This type of adaptation that hides animals from a predator or their **prey** is called **camouflage**.

Can the fur on some animals change color with different seasons?  
What prey do polar bears need to sneak up on? **Write** three questions  
you have.

I wonder . . .

I wonder . . .

I wonder . . .

Photo Credit: Discovery Communications, Inc.



## 1.1 | Learn

How do different types of animals and plants adapt to survive extreme climates?



### Activity 4

## Analyze Like a Scientist



Quick Code:  
egs4008

## Types of Adaptations

Animals can be found from the coldest polar regions to the hottest deserts and the deepest oceans on our planet. An adaptation is a characteristic of an animal that helps the animal survive. An adaptation can be structural, a change to the animal's body, or behavioral, a change to the way a group of animals behaves or acts.

As you **read** the text that follows and **watch** the videos, think about both the structural and behavioral adaptations described. **Circle** behavioral adaptations and **underline** the structural adaptations you find in the passages.

Fennec foxes and Arctic foxes both live in extreme climates. Fennec foxes have a tan-colored (brown) coat that provides camouflage in a sandy, rocky environment and protects them from the scorching hot sun. Fennec foxes, like dogs, also cool themselves by panting, taking up to 700 breaths per minute. Arctic foxes live in a different type of desert, a tundra. With temperatures as cold as  $-50^{\circ}\text{C}$  in the winter months, a thick fur coat helps them hunt even in deep snow. This coat is white during the winter but turns brown in summer when the snow melts, so they can sneak up on prey in any season. Extra-large ears allow heat to escape to cool fennec foxes, while short ears and legs help the Arctic fox stay warm. Both types of foxes also live in burrows. A burrow is an excellent place for the Arctic fox to stay warm at night and the fennec fox to stay cool during the day. Food can be hard to find at times in both the hot, dry desert and the cold tundra. Both foxes have learned to eat all kinds of things, including insects, fruit, plant roots, and even leftovers from another animal's prey.

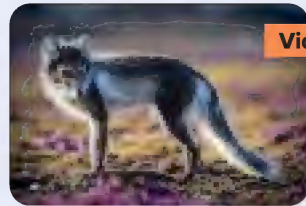


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Animals that are flexible about what they eat and where they hunt are well-adapted for survival. Bull sharks are special because they can **survive** in both salt water and fresh water, unlike other sharks. Since there are no other sharks in fresh water, bull sharks have less competition for finding food. They can also sneak up on prey using a camouflage strategy called countershading. Bull sharks have a dark back and white belly. An animal swimming above in the **ocean** may not see the shark in the shadows. To an animal swimming underneath the shark and looking up, the bull shark may blend in with the bright light of the sun. These sharks sometimes hunt in the day as well as the night, allowing them to surprise their prey.



You have learned about unique survival strategies in some amazing animals. Scientists often classify information as they learn to understand similarities, differences, and patterns. Use the table to **classify** the structural and behavioral adaptations of these three animals.

Animal	Structural Adaptations	Behavioral Adaptations
Fennec Fox		
Arctic Fox		
Bull Shark		

## 1.1 | Learn

How do different types of animals and plants adapt to survive extreme climates?

### What Are Some Examples of Adaptations in Animals and Plants?



#### Activity 5

### Observe Like a Scientist



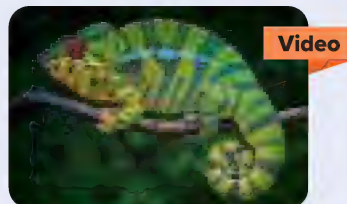
Quick Code:  
egs4009

### The Panther Chameleon

The starred agama lizard you met earlier has adapted to survive in the very hot, dry desert. The panther chameleon is a lizard that lives in a very different environment: a tropical rainforest. Both lizards are reptiles. This means that their bodies are covered with scales. Reptiles are an ancient type of animal found around the world. Lizards in different environments have developed distinct adaptations.

**Read** the text that follows and **watch** the video to learn more about the special adaptations of the panther chameleon.

The first thing you might notice about a panther chameleon is its brightly colored scales. Unlike the brown and yellow colors of the desert, the rainforest is filled with green leaves and colorful flowers in bloom. Multiple bright colors provide camouflage for the panther chameleon.



All day long, the chameleon is on the hunt. It holds tightly to branches and vines using V-shaped feet and a tail that can be used like a hand. The chameleon's eyes are especially helpful as it searches for insects. Can you look two different directions at the same time? Unlike human eyes, chameleon eyes face opposite directions and can move independently of

Photo Credit: (a) Miriam82 / Shutterstock.com, (b) Jan Bures / Shutterstock.com





each other. One eye can be searching for something to eat, while the other is on the lookout for danger in a totally different direction. This adaptation allows the panther chameleon to both find a meal and avoid becoming one at the same time.

If the chameleon does find itself in danger, however, it has one last trick. Since this lizard does not have teeth or claws for defense, it tries to make itself look fierce. First, it puffs up its body with air. Then, it opens its mouth wide. It can also change the colors of its scales. This display will probably scare the attacker.

Photo Credit: Miriam82 / Shutterstock.com

How is the panther chameleon well-adapted for survival in the rainforest? In the chart, **record** the adaptations described in the passage. Then, **classify** each as structural or behavioral. **Describe** how each adaptation helps the chameleon survive.

Data Table: Evidence of Adaptations in Living Things

Adaptation	Structural (S) or Behavioral (B)	How does the adaptation help the animal?



## Activity 6

# Analyze Like a Scientist



Quick Code:  
egs4010

## Plant Adaptations

You can find plants growing in almost every place that sunlight shines. Even the bottom of sea ice in polar regions has tiny plants growing on it. Like animals, plants have structural adaptations that help them survive and grow in different environments. Can plants also have behavioral adaptations? **Read** the passage that follows to find out.

### Two Terrific Trees

Surviving on the Southern African savannah can be tough for many plants. The temperature in this grassland habitat is mild, but the lack of water is extreme. During the dry season, which lasts for half of the year, almost no rain falls. Due to these drought conditions, most large plants cannot grow here. If you stand on a hill and look over the savannah though, there is one large tree that can be seen scattered throughout the landscape.

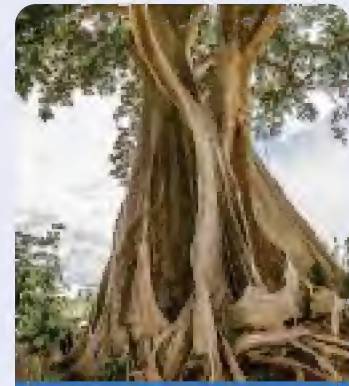
This is an acacia tree. The acacia is built to survive through many months of drought. Tiny leaves growing on the top of this “umbrella” tree help hold in water while soaking up sunlight needed to make food. One very long root, a taproot, grows downward. This root searches for water as deep as 35 meters below the surface. Like a camel storing fat in its hump, the acacia tree stores water in its trunk.



Umbrella Acacia

Many plants in the savannah are eaten by animals for the water and nutrients they hold. Why is the acacia not one of them? First, most animals (except the giraffe) cannot reach high enough to get a mouthful. Second, sharp spines guard the leaves from hungry mouths. When an animal begins eating the leaves of the acacia, the tree also begins to produce a poison that makes the leaves taste terrible. It then sends a smelly message in the wind to acacia trees nearby telling them to start making the same poison.

Across the Atlantic Ocean in the Amazon rainforest of Brazil, another umbrella-shaped tree rises above the landscape. In the overgrown rainforest, it is easy to find water but hard to reach sunlight. Growing up to 70 meters tall, the kapok emerges high above other trees. Above other treetops, leaves can get torn by the wind. Hand-shaped leaves with narrow parts allow wind to move more gently through the leaves. The kapok tree uses the wind to send a different type of message than the acacia tree. Instead of keeping animals away, the kapok invites bats to come visit its delicious-smelling flowers. The wind also carries the tree's fluffy yellow seeds across the forest.



Buttress Roots of the Kapok Tree

How does this extra tall tree stay upright in soggy soil? The kapok tree stays firmly rooted thanks to large, wide roots called buttress roots. Even though they are not planted deeply in the ground, the roots begin high up on its trunk, holding the tree securely in place. If you ever visit a rainforest, you can stand inside these roots—some of which can start up to 5 meters above ground.



**Talk Together** Did you read about any behavioral adaptations of the acacia or kapok trees? Do you think that plants can have behavior? Why or why not?



## 1.1 | Learn

How do different types of animals and plants adapt to survive extreme climates?



### Activity 7

## Think Like a Scientist



Quick Code:  
egs4011

### Plant Scientist

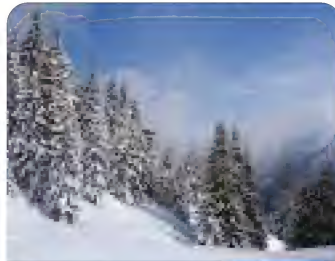
In this investigation, you will carry out the work of plant scientists, called botanists. You have just learned about how the roots, trunks, and leaves of two trees have adapted to extremely different environments. Consider what you know about how each part of a plant plays a role in getting the plant what it needs to survive.

### What Will You Do?

**Examine** the photos for clues that might tell a story about the conditions and environment where these plants live. Which adaptations do you think are critical to their survival? **Record** your answers in the table.



Palm Tree in a Desert



Pine Trees in the Snow



Mangrove Trees in Saltwater



Water Lilies in a Wetland



Acacia Trees on the Savannah



Barbary Fig in a Desert

**Life Skills** I can analyze a situation.

Photo Credit: (a) Miriam82 / Shutterstock.com, (b) pixinnoo / Shutterstock.com, (c) Mikadun / Shutterstock.com, (d-f) Paul Fugua, (g) Discovery Communications, Inc.

Type of Plant	Structural adaptations I notice are . . .	I think this helps the plant to survive because . . .
Palm Tree	Thick trunk and narrow leaves	
Pine Tree	Triangle shape, needles instead of leaves	
Mangrove Tree		
Water Lily		
Acacia Tree		
Barbary Fig		

## 1.1 | Learn

How do different types of animals and plants adapt to survive extreme climates?

### Think About the Activity

What are some characteristics of plants that help them survive?

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Compare and contrast adaptations of plants to their environments. How are they the same? How are they different?

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What would happen if a plant were placed in a different environment?

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Photo Credit: Miriam82 / Shutterstock.com





## Activity 8

# Evaluate Like a Scientist



Quick Code:  
egs4012

## Identifying Adaptations

**Check** your understanding and **practice** communicating scientific information in writing. **Explain** how adaptations help the plants in the pictures survive in their environments.



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**Life Skills** I can identify problems.

## 1.1 | Learn

How do different types of animals and plants adapt to survive extreme climates?

### How Are Body Systems Adapted to Meet the Needs of a Living Thing?



#### Activity 9

### Observe Like a Scientist



Quick Code:  
egs4013

### Digestive System

All organisms show individual adaptations, but how do these adaptations work together? Parts of an animal's body that work together to perform a job are called systems. A system is made up of organs that work together to keep an **organism** alive.

How are other body systems adapted to meet specific needs? Let's investigate two examples: the digestive system and the **respiratory system**. You might not always think about how you breathe or process food for energy. You might think that all animals eat and breathe in the same way as humans. It is important to understand the difference between body systems in animals and humans.

**Read** the text that follows and **complete** the interactive to learn about the digestive system. Then, **answer** the questions.

### Human Digestive System

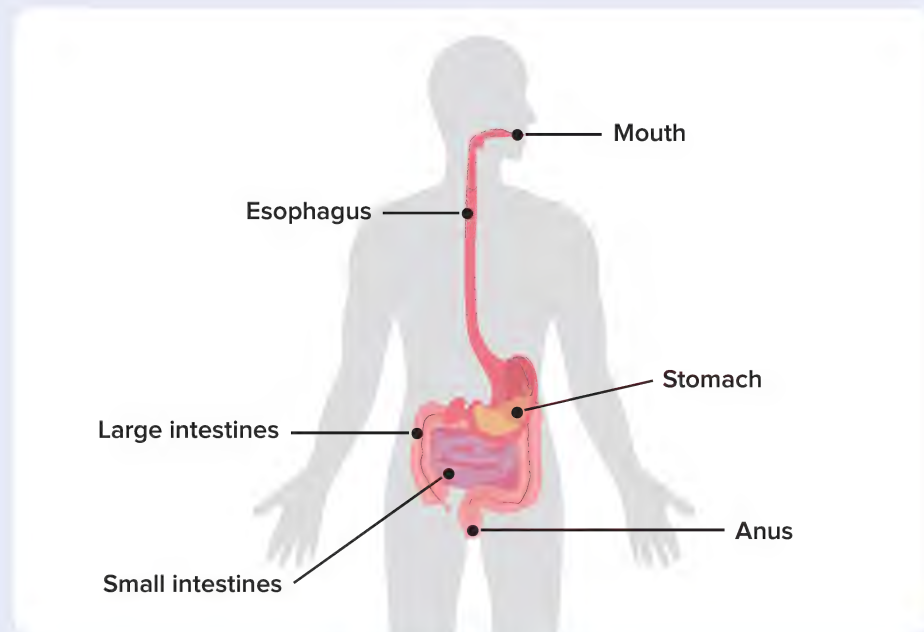
Have you ever wondered what your body does with all the food you eat? Or why we need to eat food at all?



Photo Credit: Miriam82 / Shutterstock.com

Your body gets nutrients from food. It gets **energy** from some of these nutrients. You need energy to walk, talk, or sleep. You also need energy for your body to function on the inside. You need energy for your heart to beat, your lungs to breathe, and your brain to think.

Your body uses the **digestive system** to get nutrients from food. The digestive system is made up of different organs. The organs work together to break down food into smaller parts that your body can use.



Digestion begins in your mouth. When you take a bite of food, saliva moistens it and begins to break it down. Your teeth and tongue work together to mix and crush the food until it is soft and mushy. When you swallow, your throat pushes the food into a tube called the esophagus. This tube has muscles that move the food down into your stomach.

Photo Credit: (a) Miriam82 / Shutterstock.com, (b) robuart / Shutterstock.com



## 1.1 | Learn

How do different types of animals and plants adapt to survive extreme climates?

### Human Digestive System, *continued*

Your stomach mixes the food with acid and digestive juices, including enzymes. Food usually stays here for a few hours until it is a soupy liquid. Next, the muscles of the stomach move the food into a long, winding tube. This tube is called the small intestine. If you stretched out the small intestine, it would be more than six meters long. Food gets broken down into small nutrients here. Juices from your liver and pancreas flow into the small intestines. They help break down the food into nutrients.

These nutrients from the food are absorbed through the walls of the small intestine. They enter into tiny blood vessels. Your blood carries the nutrients to all the parts of your body.

The body cannot use some parts of the food it consumes. These parts flow into the large intestine. The large intestine absorbs water from the undigested materials that now become solid waste. Solid waste leaves the body through the anus.

In one day, you need a lot of energy. Your heart beats around 100,000 times, you take over 20,000 breaths, and thousands of steps. It is a good thing your digestive system helps your body get the nutrients and energy it needs.

Photo Credit: Miriam82 / Shutterstock.com



Why is digestion important?

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Explain how the mouth helps digest food.

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Compare and contrast the digestion that takes place in the stomach, small intestine, and large intestine.

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Photo Credit: Miriam82 / Shutterstock.com



## Activity 10

# Analyze Like a Scientist



Quick Code:  
egs4014

## Body Systems

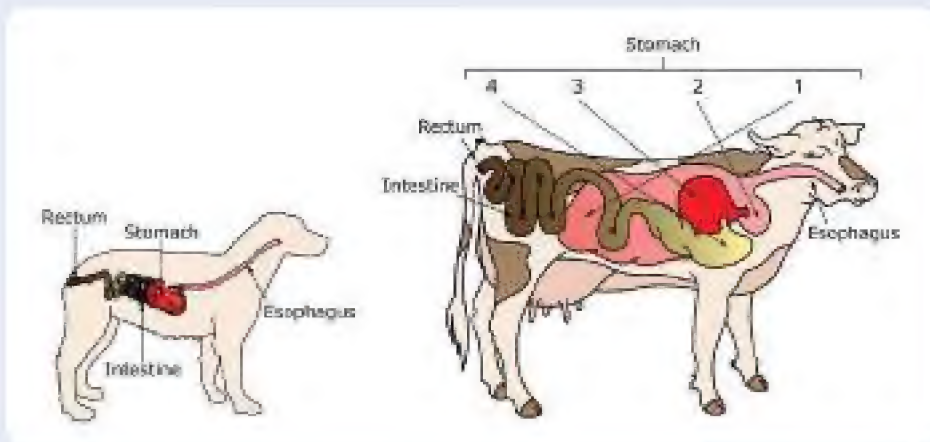
Like humans, animals need to get nutrients and energy from the food they eat. Animal digestive systems are adapted to digest different types of food. Did you know that a cow's stomach has four compartments?

**Read** the text to learn more about these adaptations. Then, **answer** the questions that follow.

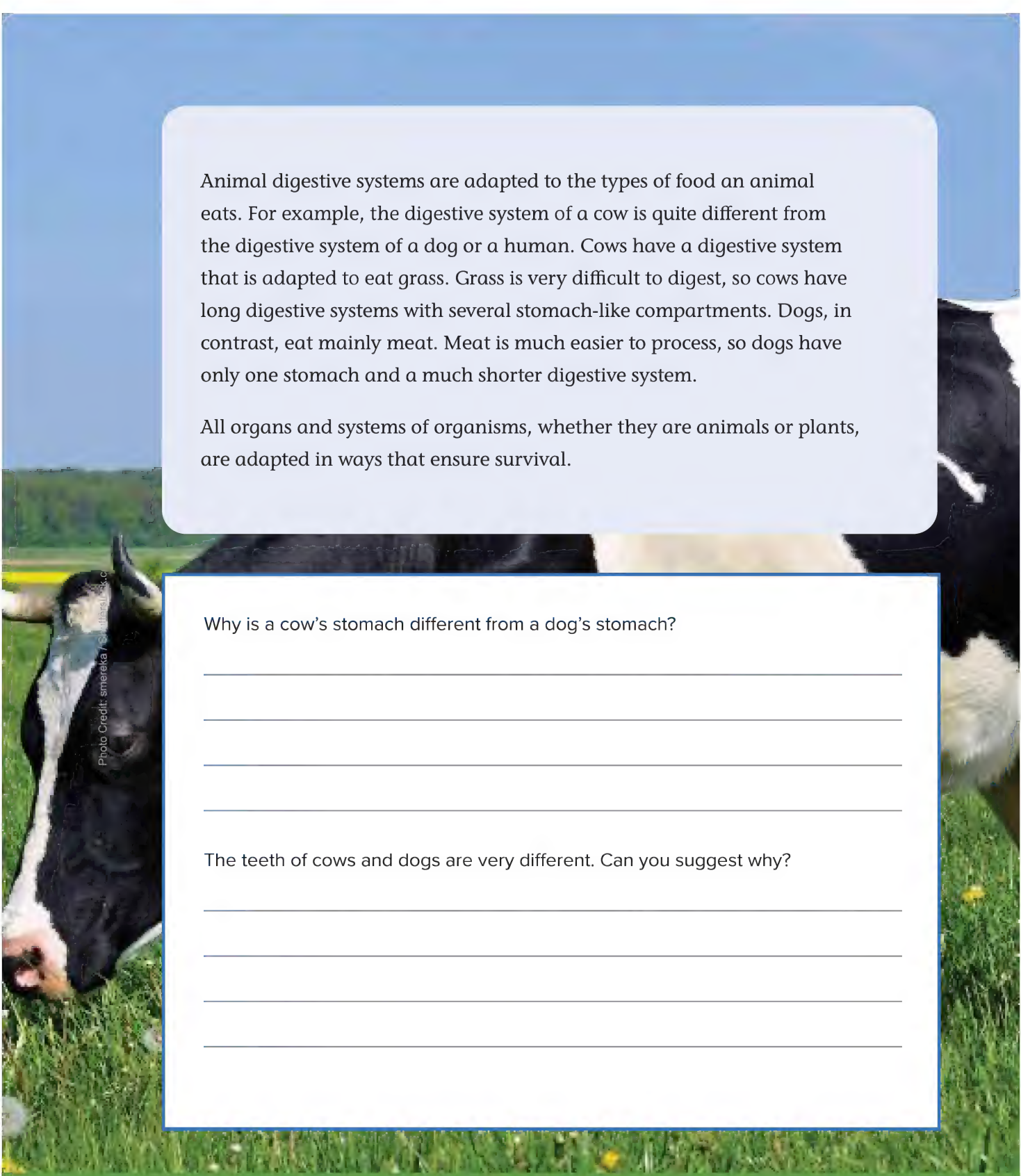
## Body Systems

In some ways, the digestive systems of dogs and cows are alike and are similar to the human digestive system. Similar to humans, the digestive systems of cows and dogs start at the mouth and end at the anus. In between, special adaptations help each animal process the type of food it eats.

### Dog and Cow Digestive Systems







Animal digestive systems are adapted to the types of food an animal eats. For example, the digestive system of a cow is quite different from the digestive system of a dog or a human. Cows have a digestive system that is adapted to eat grass. Grass is very difficult to digest, so cows have long digestive systems with several stomach-like compartments. Dogs, in contrast, eat mainly meat. Meat is much easier to process, so dogs have only one stomach and a much shorter digestive system.

All organs and systems of organisms, whether they are animals or plants, are adapted in ways that ensure survival.

Why is a cow's stomach different from a dog's stomach?

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The teeth of cows and dogs are very different. Can you suggest why?

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## 1.1 | Learn

How do different types of animals and plants adapt to survive extreme climates?



### Activity 11

## Observe Like a Scientist



Quick Code:  
egs4015

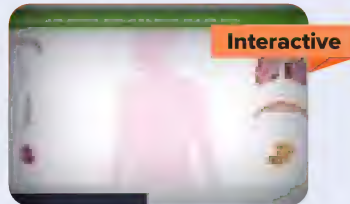
## Respiratory System

Have you ever felt out of breath after running for a minute or two? Or noticed that sometimes your breath quickens when you need more air? Like getting nutrients from food, getting oxygen from the air is a complex process that depends on many organs working together. The respiratory system is tasked with bringing air into the body, taking out the parts we need, and pushing out the waste products. This process of pulling air in and pushing it out of our bodies is called respiration or breathing.

Still not completely sure how respiration happens? **Read** the passage that follows and **complete** the interactive to learn how this system works.

## How does the respiratory system work?

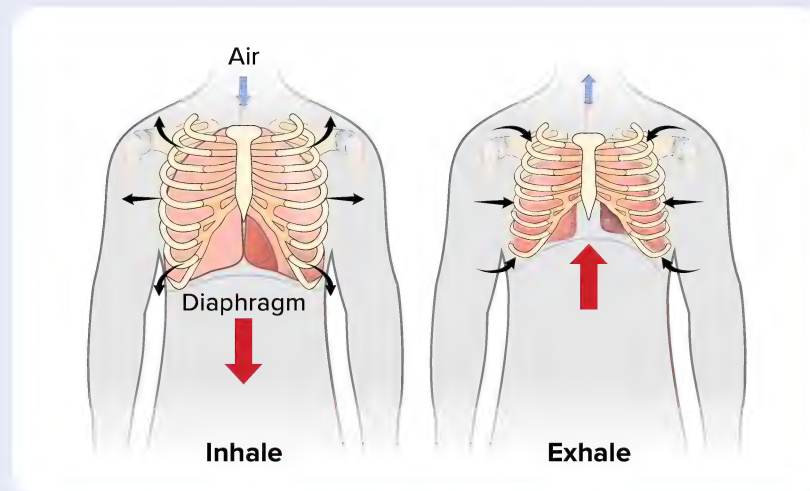
Our bodies need oxygen in order to function. We get oxygen from the air in our atmosphere. While it might be invisible, it is around us all the time and very important to our bodies. We cannot store extra oxygen in our body, so we must constantly take in new oxygen.



Take a deep breath. When you breathe in or inhale, air rushes in through your nose and mouth and down your throat. From there, the air travels down your trachea into your lungs. Your lungs fill up like two balloons. Now what?

Photo Credit: Miriam82 / Shutterstock.com

Inside the lungs, air passages are divided into smaller and smaller passages that look like the branches of a tree. At the ends of these tubes are the alveoli, which are little sacs surrounded by blood vessels. It is here that oxygen moves into your blood stream.



The process of using oxygen from the air also creates a waste product, carbon dioxide. This gas is harmful to our bodies if it builds up. When you breathe out or exhale, your body expels the carbon dioxide back into the air through your mouth and nose. The motion of inhaling and exhaling is directed by a large muscle at the base of your ribs, the diaphragm. As you inhale, the diaphragm shrinks, or contracts, and moves downward. This lets your lungs expand and fill up. As you exhale, the diaphragm expands and moves up, pushing air out of your lungs.

All of these processes and activities happen inside your body without you having to think about it.



## 1.1 | Learn

How do different types of animals and plants adapt to survive extreme climates?

Explain how the diaphragm helps us breathe in and out.

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Compare the air you breathe in with the air you breathe out.

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How does the respiratory system get oxygen to the body cells?

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Why can we not hold our breath for very long?

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Photo Credit: Miriam82 / Shutterstock.com



## Activity 12

# Observe Like a Scientist



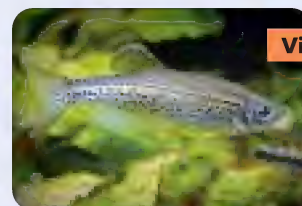
Quick Code:  
egs4016

## How Fish Breathe

Have you ever tried to hold your breath underwater? How long were you able to stay under without coming up for air? Now imagine that you were a fish and could breathe under the water but not on land. How would your respiratory system need to be different?

**Read** the text that follows and **watch** the video to learn about how fish have adapted to life underwater.

Unlike humans, fish do not breathe using lungs. Fish use gills to take oxygen out of the water and release carbon dioxide. Gills are found on the sides of a fish's head. Water enters the mouth of the fish and passes across the gills. Just like in our lungs, blood vessels then carry oxygen to the rest of the body. Gills are unique structural adaptations that allow fish to live and breathe underwater. How do you think water pollution impacts the fish that live nearby? Just as we need to breathe clean air to stay healthy, fish need clean water to survive.



What are the similarities between the human respiratory system and the fish respiratory system? What are the differences?

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**Life Skills** I can analyze a situation.



### Activity 13

## Analyze Like a Scientist



Quick Code:  
egs4018

## Humans Change the Environment

You have studied multiple plant and animal adaptations to various environments. What happens as these environments continue to change? Human activity often rapidly changes ecosystems over days, years, or decades. Organisms will have to adapt to these changes in order to survive.

**Read** the text that follows and **underline** evidence that human activity contributes to rapid changes in an ecosystem. **Circle** the impacts that human activities have on plants and animals.

## Humans Change the Environment

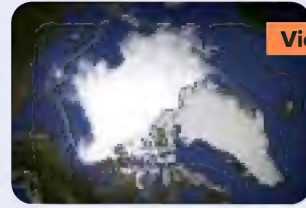
Organisms are adapted to the ecosystems in which they live; however, that ecosystem may change. Some changes—such as temperature, the amount of rainfall from seasons, or severe weather events—are just part of the natural system. Wildfires and floods alter the plants available for food, causing increases or decreases in **predator** and prey populations.

Other changes are caused by human activity. Humans change ecosystems when they farm, clear land, and build communities. People cut down forests and plow grasslands. They introduce plants and animals that were never part of the ecosystem. These types of changes can cause the disappearance of plants and animals that once lived in an environment.

Photo Credit: yelanisew / Shutterstock.com



Human activities can also pollute the air and water. The exhaust from too many cars or factories operating improperly can create air pollution. Bad habits, such as littering or dumping materials where they do not belong, can **pollute** soil and waterways. Plants and animals can be affected by changes in an ecosystem caused by humans. When the air, water, or soil in an area are no longer safe, some animals can survive by moving to another ecosystem to find what they need. Plants must rely on their seeds landing in a better place for them to survive and grow.



Video

Humans are also affected when crops cannot grow, clean drinking water is hard to find, or smog makes it hard to breathe. People who live in cities where air pollution is a big problem are forced to change their lifestyle on days when the pollution levels are dangerous. Exposure to high levels of air pollution over a long period of time can damage the lungs and lead to conditions such as asthma and heart problems.

Just as humans can cause harmful changes, they can also help restore ecosystems. Cleared forests can be replanted, air and water pollutants can be removed, and native plants or animals can be preserved. Which impact will you have?



**Talk Together** Think about how the human respiratory system works. What types of human activity can positively or negatively impact respiratory health?

## 1.1 | Share

How do different types of animals and plants adapt to survive extreme climates?



### Activity 14

## Record Evidence Like a Scientist



Quick Code:  
egs4019

### Penguin Feet

You have learned a lot about how different types of adaptations help plants and animals survive. Now let's return to the examples of how a lizard stays cool and a penguin's feet stay warm. **Review** the video, text, and the early ideas you recorded in Wonder. Then, **answer** the questions that follow.



How can you describe penguin feet now?

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How is your explanation different from before?

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**Life Skills** I can apply an idea in a new way.

Photo Credit: (a) Miriam82 / Shutterstock.com, (b) Kent035 / Shutterstock.com

Once scientists have asked questions and gathered information from multiple sources, they share what they have learned. **Look** at the Can You Explain? question. You first read this at the beginning of Wonder. **Think** about how you would answer this question now. How is your answer different from before? **Record** some notes about examples you can now use to answer the question.



### Can You Explain?

How do different types of animals and plants adapt to survive in extreme climates?

#### Evidence

Now, **write** your new answer in full sentences to share your scientific explanation with others.

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Photo Credit: Miriam82 / Shutterstock.com



# STEM in Action



Quick Code:  
egs4020



## Activity 15

## Analyze Like a Scientist

### Careers and Adaptation

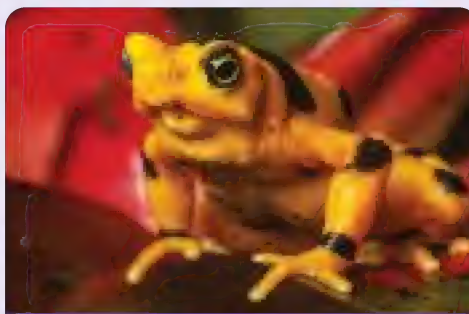
There is a tremendous variety of organisms living on Earth. Studying these organisms is fascinating and fun. Through research, scientists can learn how organisms adapt to their environment. Scientists can use this knowledge to help endangered species survive.

**Read** the text about the work of scientists at the Amphibian Rescue and Conservation Project in Panama. Then, **answer** the questions.

### Careers and Adaptation


Amphibians are small animals such as frogs, toads, and salamanders that live in moist environments. Amphibians need water to survive in a different way than humans do.

Take a deep breath in. You took oxygen from the air using your nose or mouth. Adult amphibians can breathe using lungs, like humans do, but they can also take in oxygen from water.



Panamanian Golden Frog

**Life Skills** I can choose the best solution to a problem.



Amphibians are covered with a skin that water and gases can pass through. As water comes into contact with their skin, amphibians extract oxygen directly from the water. This remarkable adaptation makes amphibians well-suited to wet environments like rainforests, streams, and ponds. Since these animals need clean water to stay healthy, it also makes them sensitive to the effects of pollution, habitat loss, and viruses that can travel through water.

At the Amphibian Rescue and Conservation Project (ARC), in Gamboa, Panama, scientists are working to save many types of rainforest frogs from extinction. ARC scientists house a few representatives of each type of local endangered frog at their facility. Scientists study the frogs to solve the mystery behind what is making amphibians around the world disappear at alarming rates. Ninety species of amphibians have become **extinct** in the last 20 years and another 124 species are in dramatic decline. To find out what is happening to these animals, scientists must study how these animals interact with their environment and what in their surroundings is making them sick.

Photo Credit: K. Hanley/CHDPhoto/Shutterstock.com

## Advocate for Amphibians

How does understanding the unique adaptations of amphibians help biologists who are working to keep them from going extinct?

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How would you help? Compose a tweet or write a commercial slogan to convince people why clean air and water are important to frog (and human) survival. List at least two ways that people can advocate for cleaner waterways.

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credit: K Hanley CHDPhoto / Shutterstock.com





## Activity 16

# Evaluate Like a Scientist



Quick Code:  
egs4021

## Review: Adaptation and Survival

**Think** about what you have learned so far about adaptation. Living organisms change or adapt over time to better survive their environments. In the space provided, first **explain** the different types of adaptations you studied. Then, **explain** how human activities impact the survival of other organisms.

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**Talk Together** Now you know more about how adaptations help animals to survive. What additional questions do you have about bats now that you know more about adaptations?



### Life Skills

I can review my progress toward a goal.

CONCEPT

1.2

# Senses at Work

## Student Objectives

By the end of this concept:

- ☐ I can develop models that show how animals receive, process, and react to information in their environments.
- ☐ I can explain how organs and systems work together to process and respond to input from the senses.
- ☐ I can plan and carry out investigations to produce evidence that the senses play a role in reaction time.

## Key Vocabulary

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| <input type="checkbox"/> brain       | <input type="checkbox"/> reflex |
| <input type="checkbox"/> information | <input type="checkbox"/> senses |
| <input type="checkbox"/> nerve       | <input type="checkbox"/> sound  |
| <input type="checkbox"/> receptor    |                                 |

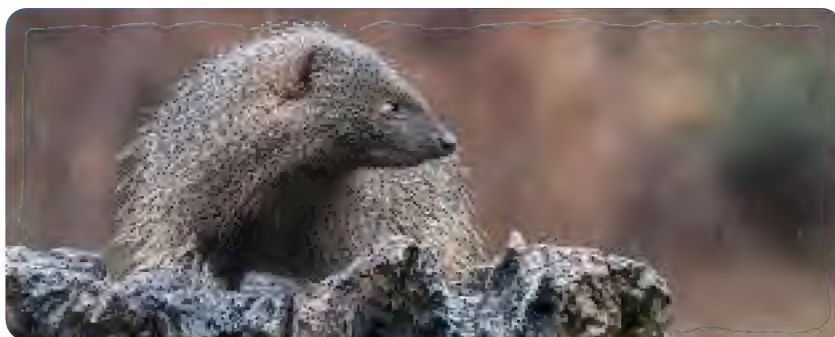


Quick Code:  
egs4023



## Activity 1

# Can You Explain?



In the first unit you learned about animal adaptations. You likely know a lot about human senses from previous study. Now you will connect your learning about adaptations to how animals sense the world around them.

Think about the Egyptian mongoose. It communicates by combining units of sound that seem to us to be like chatter. These sounds allow the mongoose to communicate messages about movement and foraging to other mongooses.

How do animals sense and process information?

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Quick Code:  
egs4024

**Life Skills**

**I can share ideas I am not yet sure about.**



## 1.2 | Wonder How do animals sense and process information?



### Activity 2

## Ask Questions Like a Scientist

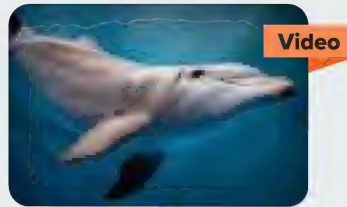


Quick Code:  
egs4025

### Dolphin Super Senses

As you begin to think about how **senses** are used, **consider** the dolphin. Does the dolphin have a super sense? **Think** about the information presented in the text and video, then **record** questions you may have.

The sense of hearing is important to all of us. We use our hearing to gather information about what is happening around us. Do all animals have the same sense of hearing? Is hearing the same in all animals?



Some animals seem to have super senses that help them survive. The dolphin is one of those animals. To survive, dolphins must be able to find food and protect themselves in dark murky waters. Dolphins use the sense of echolocation to find other life and objects in the water. The sound that a dolphin makes is transmitted in waves called sound waves that move through the water. When the sound waves hit objects, the waves bounce back to the dolphin in the form of an echo, which helps it locate prey. The **sound** waves that are created return to them as echoes. These echoes help dolphins determine the location of prey and other objects. Look at the word *echolocation*. What parts of the word help you remember how dolphins use their super sense to survive?

**Life Skills** I can ask questions to clarify.

I wonder . . .

I wonder . . .

I wonder . . .

## 1.2 | Wonder

How do animals sense and process information?



### Activity 3

## Observe Like a Scientist

### Using Our Five Senses

**Think** about how our senses help us experience the world around us. Animals also use senses to experience the world around them. How have you used your senses today? **Talk** with a neighbor about a special experience you have had today and how your senses helped you.



Playing and Listening to Music



**Talk Together** How do you think animals use their senses differently from you?



Quick Code:  
egs4028

Photo Credit: (a) Arnold O. A. Pinto / Shutterstock.com, (b) Victory / Shutterstock.com, (c) Icon made by Freepik from www.flaticon.com





#### Activity 4

### Evaluate Like a Scientist



Quick Code:  
egs4027

## What Do You Already Know About Senses at Work?

### Animal Perceptions

**Think** about what you already know about how senses work. **Read** the list of purposes in which senses are used. Then, **list** the sense used for each purpose. If you think more than one sense may be used, write all senses you think may fit the purpose. **Write** one example for each, naming the animal and how the sense is used. For example, “My pet can recognize me by scent.” It is okay if you do not know all of the answers yet.

#### Senses:

sight

hearing

touch

taste

smell

Purpose	Sense	Examples
Avoid danger		
Find food		
Recognize friends		
Identify objects		

Photo Credit: Arnold O. A. Pinto / Shutterstock.com

## 1.2 | Wonder How do animals sense and process information?

### Sensory Response

Imagine that you touch an ice cube with your index finger. Where is the information processed to tell you that it is cold? **Circle** the correct answer.

- A. index finger
- B. hand
- C. nerves
- D. spinal cord
- E. brain



**Talk Together** Discuss one example you had that is different than your neighbor's.

Photo Credit: (a) Arnold O.A. Pinto / Shutterstock.com, (b) Icon made by Freepik from www.flaticon.com

## 1.2 | Learn

How do animals sense and process information?



### Activity 5

## Observe Like a Scientist

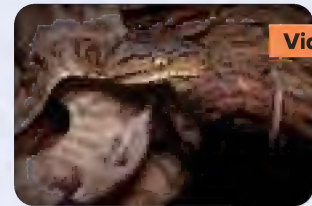


Quick Code:  
egs4026

### Super Senses

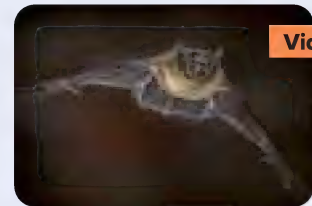
Have you ever struggled to see something but found that you could use another sense to help you find it? **Read** the text that follows and **watch** the videos. **Find** evidence to explain how snakes, bats, and owls use their senses to find food, even when they cannot see it. Use what you learn to **answer** the questions that follow.

Have you ever been outside at night? It probably looked very different than it does during the day. Things that are normally familiar may have looked like strange shapes at night. Now imagine if you had to find something small that was moving through the darkness. Your ears would detect noises, but it would be hard to see well enough to locate the object.



Video

Animals that are most active at night are called nocturnal. There are several reasons why some animals are active at night. In extremely hot places, the best time to look for food is nighttime, when it is cooler. Some animals hunt food that is only available at night. Other creatures rely on the cover of darkness to surprise their prey.



Video

**Life Skills** I can identify problems.



## 1.2 | Learn How do animals sense and process information?

How do these animals hunt without much available light? Super sensory adaptations allow these animals to navigate the darkness safely and find food sources. Snakes have the ability to sense heat using a specialized body part in their face. This means snakes can detect prey's body heat in complete darkness. Bats rely on echolocation. Like dolphins, bats bounce sounds off objects to find food and get around. Unlike dolphins, bats must hunt in the dark. Using the "echo" that returns, bats are able to find insects at night. Owls have both extraordinary sight and hearing. Bowl-shaped faces and specialized head feathers direct distant sounds directly into the owl's ears. Sometimes animals making noises are hidden in the grass or beneath the snow. Large eyes allow the owl to see tiny, far-away movements. The ability to turn their heads nearly all the way around lets owls search for prey in every direction.



Video

Photo Credit: (a) Billion Photos / Shutterstock.com, (b) Arnan Kaewkhiamul / Shutterstock.com

Snakes use heat to hunt. Why would this special sense be useful to snakes?

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How do bats catch gnats in the dark?

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How does the shape of an owl's head help it hear what it cannot see?

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## How Do Animals Sense Their Environment?



### Activity 6

## Analyze Like a Scientist



Quick Code:  
egs4031

## Pizza and the Nervous System

**Imagine** you are standing outside a kitchen or restaurant. If you cannot see what is being cooked, how do you think your senses could help you figure out what food is being prepared? **Read** the passage to find out. Then, **complete** the activity that follows.

## Pizza and the Nervous System

In mammals, such as elephants, humans, and dogs, the nervous system is made up of the **brain**, the nerves, and the spinal cord. The brain is connected to a big **nerve** that runs through the backbone, called the spinal cord. The spinal cord branches out into smaller and smaller nerves that are distributed throughout the body. A few nerves, such as those from the eyes and heart, connect directly to the brain.



The Nervous System

### Pizza and the Nervous System, *continued*

The sense organs receive **information** from the environment. Nerves in the body connect the sense organs to the brain. Nerves are constantly receiving information from the senses and sending the information to the brain. For instance, if you smell a pizza, that information is detected by your nose. Then, nerves at the back of the nose send a specific signal to your brain. The signals travel as electrical impulses from the sense organ along the nerves to the brain. Once the information about the smell reaches the brain, the brain can determine what to do with that information, including how to react.

**Identify** and **list** the parts of the nervous system. Briefly **describe** the function of each.

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Optional Digital Activity 7

**Observe Like a Scientist**

**Processing Sensory Information**

Go online to complete this activity.



Quick Code:  
egs4032



## How Can Different Parts of the Body Work Together As a System?



### Activity 8

## Evaluate Like a Scientist



Quick Code:  
egs4033

### Sensing the Environment

**Read** the following passage to learn more about an extra-small animal with extra-large ears, the Egyptian jerboa. **Consider** the different systems that work together to help this animal stay alive. **Think** about what you know about the human nervous system's role in responding to danger and how this compares to the jerboa reaction. **Record** your thoughts and findings.

### Jumping Jerboa

Evening in the desert means it is time for many animals to wake up and hunt. Just like people use their senses to find and enjoy food, so do animals. For some creatures, searching for food can also mean becoming someone's dinner. Luckily, keen senses and well-adapted body parts work together to help animals survive.



The Egyptian Jerboa

The background of the page is a photograph of a desert environment. In the foreground, there is a close-up of a snake's head and front legs, which are light-colored with some darker markings. The snake is on sandy ground with some dry grass. In the background, there are tall, thin stalks of grass or reeds. The overall scene is brightly lit, suggesting a sunny day.

### Jumping Jerboa, *continued*

The Egyptian jerboa is a desert rodent. It has long hind legs that enable it to jump a long distance. The hair on its feet and toes help grip the sand as the jerboa hops and jumps. As the jerboa hops in zigzag patterns, it can quickly escape danger.

While the jerboa looks for food, it stays alert. Vipers also search the desert for rodents to eat. Luckily, the jerboa's sensitive ears can detect even a quiet snake. When the snake makes noise, sensory **receptors** in the jerboa's ears send a message through a network of nerves to the brain. The jerboa's brain translates the message and alerts the jerboa's legs to move. This entire process happens in a fraction of a second. How long it takes the jerboa to react to danger is called reaction time. The jerboa's sharp sense of hearing and its strong legs for jumping work together with its nervous system. The way in which its senses, physical adaptations, and nervous system work together help it survive.



How does the jerboa's physical response to danger compare to that of a human?

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Use the three boxes to sketch what happens in the jerboa's body from the time the jerboa hears a predator to when it escapes danger.

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Photo Credit: Michal Slovák / Shutterstock.com



Optional Digital Activity 9

## Observe Like a Scientist

### Nerves

Go online to complete this activity.



Quick Code:  
egs4034



## 1.2 | Learn How do animals sense and process information?



### Activity 10

## Investigate Like a Scientist



Quick Code:  
egs4035

### Hands-On Investigation: Reaction Time

You read how reaction time is critical for animals like the jerboa. In this investigation, you will **examine** reaction time for catching a meterstick that is dropped. In the first part of the investigation, you will use the sense of sight to see when the meterstick is dropped. In the second part, you will use the sense of hearing, listening for a signal to know the meterstick was dropped. A chart has been provided to help you calculate how quickly you reacted using distance on the meterstick. As you investigate, think of how reaction time affects humans and animals differently.

### Make a Prediction

Which sense will have the faster reaction time, sight or hearing? Explain your prediction.

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**Life Skills** I can think about how my team works together.



## What materials do you need? (per group)

- Meterstick
- Chair
- Calculator



## What Will You Do?

1. Work with your partner to carry out the first three meterstick drops, using only the sense of sight. One partner will drop the stick. The other partner will catch it when they see the stick fall.
2. Now repeat the experiment three more times with your partner. The student who will catch the stick should close their eyes. The person dropping the stick will use a word signal when they let go, such as "now."
3. Record your results in the Reaction Time Data Table.
4. Circle the median distance from your three trials. In order to do this, list the three distances in order from least to greatest, and circle the distance in the middle. Record this number in the Median Distance column.
5. Use the Meters/Second Conversion Chart to convert your median distance to reaction time. Record the time in the final column of the Reaction Time Data Table.

## 1.2 | Learn

How do animals sense and process information?

**Reaction Time Data Table**

Student	Trial 1	Trial 2	Trial 3	Median Distance	Reaction Time

**Meters/Second Conversion Chart**

Distance (cm)	Time
5	.10 sec
10	.14 sec
15	.17 sec
20	.20 sec
25.5	.23 sec
28	.25 sec
43	.30 sec
61	.35 sec
79	.40 sec
99	.45 sec
122	.50 sec
176	.60 sec



## Think About the Activity

How was the information processed in each part of the investigation?

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Was there a difference in reaction time between seeing the meterstick drop and being told it was dropped? Use what you have learned to explain your answer.

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Why was it important to do multiple trials for each person?

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What are two examples of when reaction time is important in the world around us?

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## 1.2 | Learn How do animals sense and process information?



### Activity 11

## Observe Like a Scientist



Quick Code:  
egs4036

### How the Nervous System Works

You have just completed an investigation into your own visual and auditory senses. Now it is time to discover how our nervous system works. **Read** the passage that follows and **watch** the video to learn how this system works. Then, **talk** together about how the parts of the nervous system are connected. Be ready to **share** your ideas.

Your nervous system is very busy. It has three jobs: gather information, make sense of it, and tell the body what to do based on that information. The nervous system gathers information about what is going on inside and outside your body and sends this information to the brain.



The process begins with your senses. Sensory organs, like your eyes, ears, and even skin, gather information. For example, your ears may pick up sound waves coming from a chirping bird. The nerves in your ears send a message to the brain. You do not actually hear the chirps until your brain makes sense of the sound waves. Next, the brain sends a message to the body about what to do, such as turn to look for the bird in a tree.

When the brain receives a message, it then sends a message telling the body how to react. Some messages, called **reflexes**, are so fast you are barely aware of them. Other messages are relayed to and from the brain automatically, like the signal to breathe.



**Talk Together** What role do you think reflexes played in the investigation?



## Activity 12

# Evaluate Like a Scientist

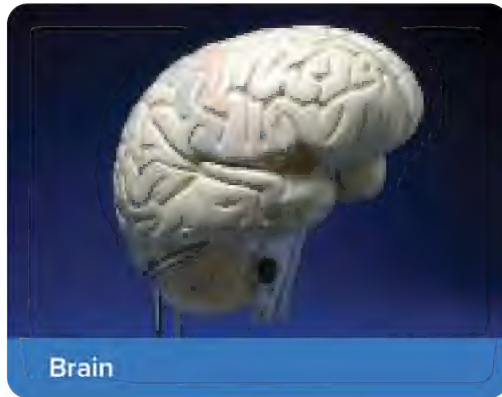


Quick Code:  
egs4037

## Describing the Nervous System

### The Nervous System

**Look** at the following images. Which of these are part of the nervous system? **Circle** all that apply.



Brain



Spinal Cord



Nerves



Blood

Photo Credit: (a) Arnold O. A. Pinto / Shutterstock.com, (b) Paul Fuqua, (c) Lightspring / Shutterstock.com, (d) petershreiber.media / Shutterstock.com, (e) Phonlamai Photo / Shutterstock.com

**Life Skills** I can use information to solve a problem.



## 1.2

## Job of the Nervous System

**Think** about what you have learned about the nervous system and **explain** what the parts of the nervous system can do together that the individual parts cannot do alone. **Share** your answer with a partner.

[illegible]

Photo Credit: Arnold O. A. Pinto / Shutterstock.com

## Describe the Nervous System

**Read** the sentences that describe the nervous system. **Write** the correct term from the word bank in each blank. You will not use all the terms.

heart

brain

nerves

blood

nervous system

reaction time

reflexes

1. The \_\_\_\_\_ is like the command center for your body.
2. \_\_\_\_\_ send(s) messages to the brain.
3. The brain is part of the \_\_\_\_\_.
4. \_\_\_\_\_ are messages sent by the nervous system that are often so fast you do not think about them.

Photo Credit: Arnold O. A. Pinto / Shutterstock.com



Optional Digital Activity 13

**Analyze Like a Scientist**

**Your Nervous System**

Go online to complete this activity.



Quick Code:  
egs4038

## 1.2 | Share How do animals sense and process information?



### Activity 14

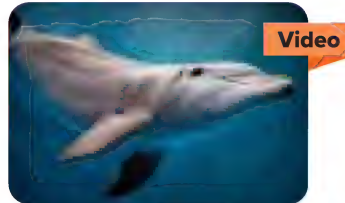
## Record Evidence Like a Scientist



Quick Code:  
egs4039

### Dolphin Super Senses

You have learned a lot about how the nervous system and senses work together. Now think about the dolphin and its super sense. **Review** the video, text, and the early ideas you recorded in Wonder. Then, **answer** the question that follows.



How can you describe dolphin super senses now?

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How is your explanation different from before?

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**Look** at the Can You Explain? question. You first read this question at the beginning of the lesson.



### Can You Explain?

How do animals sense and process information?

Photo Credit: (a) Arnold O. A. Pinto / Shutterstock.com, (b) Andrea Izzotti / Shutterstock.com



Now, you will use your new ideas about senses to answer a question.

1. **Choose** a question. You can use the Can You Explain? question or one of your own. You can also use one of the questions that you wrote at the beginning of the lesson.

My Question

2. To plan your scientific explanation, first **write** your claim. Your claim is a one-sentence answer to the question you investigated. It answers, What can you conclude? It should not start with yes or no.

My claim:

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**Record** evidence to support your claim.

Evidence

## Share

## How do animals sense and process information?

Now, **write** your scientific explanation.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Photo Credit: Arnold O. A. Pinto / Shutterstock.com



## Optional Digital Activity 15

## Analyze Like a Scientist

## Careers: Become a Neuroscientist

Go online to complete this activity.



Quick Code:  
egs4040



## Activity 16

# Evaluate Like a Scientist



Quick Code:  
egs4041

## Review: Senses at Work

**Think** about what you have learned so far about senses and how organisms process information. In the space provided, first **discuss** the senses and how they help us understand the world around us. Then, **explain** the role the nervous system has in processing information.

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**Talk Together** Think about what you saw in Get Started. Use your new ideas to discuss how we get information from our senses and how organisms use their senses to survive.

**Life Skills** I can work to meet expectations.



CONCEPT

1.3

# Light and Sight

## Student Objectives

By the end of this concept:

- ☐ I can describe how light transfers energy across distances.
- ☐ I can develop a model that describes how the behavior of light enables the eye to see objects.
- ☐ I can explain how adaptations help some animals gather information in the dark.

## Key Vocabulary

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| <input type="checkbox"/> feature | <input type="checkbox"/> pupil       |
| <input type="checkbox"/> light   | <input type="checkbox"/> reflect     |
| <input type="checkbox"/> matter  | <input type="checkbox"/> transparent |
| <input type="checkbox"/> opaque  |                                      |



Quick Code:  
egs4043

Photo Credit: Ann in the uk / Shutterstock.com



## Activity 1

# Can You Explain?



In the last concept you learned about how animals sense and process information. Now you will connect your learning about senses to explore the relationship between light and vision.

Imagine the power goes out at night and you cannot turn on any lights. Which senses help you gather information about your surroundings when you have little light? Do animals use the same senses to get around in the dark? What needs to happen for humans or other animals to see an object in low-light areas?

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Quick Code:  
egs4044

**Life Skills**

**I can share ideas I am not yet sure about.**

## 1.3 | Wonder

What needs to happen for humans or other animals to see an object in low-light areas?



### Activity 2

## Ask Questions Like a Scientist



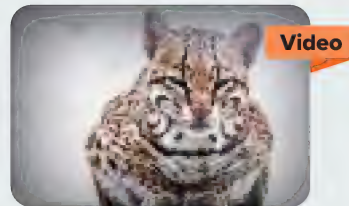
Quick Code:  
egs4045

### Hunting with Night Vision

You thought about how difficult it is to see when there is not much light.

**Consider** other animals. Do you know of any animals that can see in the dark? **Read** the text and **watch** the video about two animals that hunt using night vision. Then, **discuss** what you notice about how your own vision works at night.

We use our sense of sight to gather information about what is happening around us. To see well, our eyes require **light**. Without light, we would need a set of night vision goggles to see in the dark. This is not true for all animals though. The fishing cat is a wild cat that hunts for food at night. These animals are able to find their prey in the dark because of the structure of their eyes.



The fishing cat's eyes seem to glow in the dark. The reason they do this is because all cats have a mirror-like membrane on the back of their eyes. As light enters, it bounces off this membrane, allowing the eye to collect more available light. This adaptation allows cats to have excellent night vision that they use to hunt successfully in the dark.

Photo Credit: (a) Ann in the uk / Shutterstock.com, (b) PikaArt / Shutterstock.com



**Write** three questions you have and then **share** them with a partner.

I wonder . . .

I wonder . . .

I wonder . . .

Photo Credit: Ann in the uk / Shutterstock.com

## 1.3 | Wonder

What needs to happen for humans or other animals to see an object in low-light areas?



### Activity 3

## Evaluate Like a Scientist



Quick Code:  
egs4047

## What Do You Already Know About Light and Sight?

### Sources of Light

A source of light is something that gives off its own light. There are objects that **reflect** light. These objects are not considered a source of light. **Look** at the pictures. **Circle** the pictures that show sources of light.

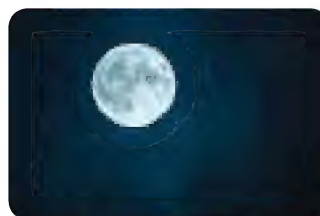


Photo Credit: (a) Ann in the uk / Shutterstock.com, (b-c) Paul Fuqua, (d) HAKIMHAN / Shutterstock.com, (e) Dragance137 / Shutterstock.com, (f) Sergey Trnyakov / Shutterstock.com, (g) Pedrosala / Shutterstock.com, (h) Anvar Iarbaev / Shutterstock.com, (i) Pixabay

## How We See

Diagrams can be used to help us understand how we see objects. Look at the images below. The yellow arrows represent the paths that light might travel. **Circle** the image that best shows what happens when you see a red ball.

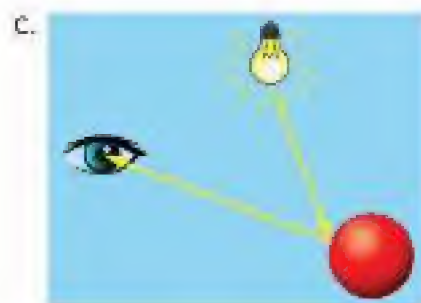
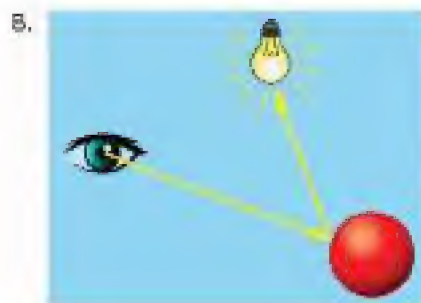


Photo Credit: Ann in the uk / Shutterstock.com



## 1.3 | Learn

What needs to happen for humans or other animals to see an object in low-light areas?



### Activity 4

## Observe Like a Scientist

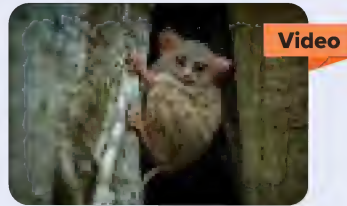


Quick Code:  
egs4046

### Hunting in the Dark

As you begin to think about the sense of sight, consider the effects of light on our vision. Are you able to see easily in the dark? How does human sight compare to that of the nocturnal animals seen in the video and the images? After watching the video and studying the images, complete the chart to compare and explain the abilities of humans, cats, and tarsiers to see in dark places.

Humans have difficulty seeing in the dark, but nocturnal animals are better able to see. Why is this so?



Many nocturnal animals have spectacular night vision. As you read in the Investigative Phenomenon, some animals have eyes that are different than ours. There are many differences between the eyes of a human and a nocturnal animal. To start, nocturnal animals have bigger eyes than humans. The **pupils** of their eyes usually open wider than ours, letting in more light. Many nocturnal animals also have other senses that are heightened, such as hearing and smell, that help them hunt and move about in the dark.

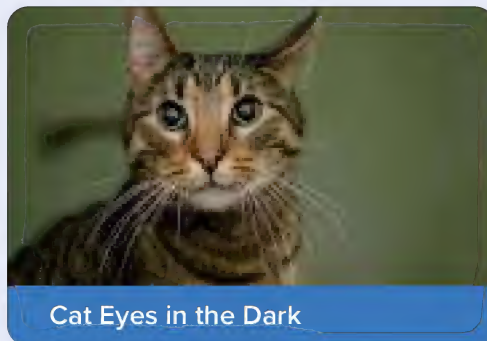


Photo Credit: (a) Ann in the uk / Shutterstock.com, (b) Ondrej Prossicky / Shutterstock.com, (c) Karthut / Shutterstock.com

Let’s look at the tarsier as an example. It is a tiny primate from Southeast Asia, about 10 centimeters long, not including its tail. These tiny mammals must search for insects, small lizards, or birds to eat, even though there is little light available. Like owls, tarsiers’ huge eyes gather and reflect any light available to give them a picture of their surroundings. Also like owls, tarsiers’ eyes are so big that they cannot move in their sockets. Instead the tarsier can turn its head 180 degrees.

After reading and observing, **complete** the chart to **explain** the abilities of humans, cats, and tarsiers to see in dark places.

Photo Credit: Ann in the uk / Shutterstock.com

Adapting to the Dark		
Humans	Cats	Tarsiers

## 1.3 | Learn

What needs to happen for humans or other animals to see an object in low-light areas?



### Activity 5

## Investigate Like a Scientist



Quick Code:  
egs4050

### Hands-On Investigation: Light Observations

**Think** about what you learned in the last activity about nocturnal animals. Why are these animals able to see in the dark? Now, **think** about humans' sight. How good are you at seeing without light?

In this activity, you will explore how light is related to sight. First, **read** the What Will You Do? section. Then, **record** your predictions. Next, **follow** the procedure to carry out an investigation. Then, **compare** your prediction to your observations and **reflect** on what you learned.

### Make a Prediction

In this investigation, you will place an object into a box and then look into the hole without any light entering the box.

Check the box next to the sentence that best explains what you think will happen:

- ☐ A. You will not see the object, no matter how long you look.
- ☐ B. You will see the object, but you will not see the color.
- ☐ C. You will see the object after a few moments once your eyes have adjusted to the darkness.
- ☐ D. You will see the shadow of the object after your eyes have had time to adjust to the darkness.


Describe your thinking.

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## What materials do you need? (per group)

- Flashlight
- Small box (approximately the size of a shoebox) with lid and two small holes about 5 cm apart at one end of the box
- Object that can fit in the box



## What Will You Do?

1. Place the object inside the box.
2. Close the lid.
3. Cover one of the holes with your hand and look through the other hole.
4. Then, take away your hand and replace it with the flashlight, turned on.
5. Look again. What happens?
6. Using what you already know, explain your observations.

**Life Skills** I can think about how my team works together.

## 1.3 | Learn

What needs to happen for humans or other animals to see an object in low-light areas?

### Observations

**Record** what you saw in the box.

When I looked through the hole without any light,

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When I looked through the hole with the flashlight shining,

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How could you improve this investigation to better understand how light is needed for sight?

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### Think About the Activity

**Reread** your prediction. **Think** about your investigation and your class discussion. What do you know now? Think about what you learned and **write** about any experiences that changed your thinking.

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## What Is Light?



### Activity 6

## Analyze Like a Scientist



Quick Code:  
egs4048

### Light Is Energy

In the last activity, you tested your own vision with and without light. Now let's learn how light helps us see. As you read the passage, remember what you learned about how the nervous system works.

**Read** the text. **Think** about the main idea of each paragraph. Then, with a partner, **discuss** how you can illustrate the information in each paragraph. Once you agree, **sketch** the illustration you chose for each paragraph.

### Light Is Energy

Seeing with our eyes is one way to collect information about the world around us. Have you ever considered how you are able to see the objects around you? The answer is light. Light is a visible form of energy that travels in the form of a wave. In order for us to see, light must bounce off an object into our eyes. Our eyes then send messages to the brain, where the information is processed.

**Life Skills** I can apply an idea in a new way.



### Light Is Energy, *continued*

You may have noticed that it is much easier to see objects in bright light compared to objects in dim light. Imagine being in a completely dark room with no light entering. Even though you know the objects are there and your eyes and brain are there, you will not be able to see anything. What is missing? Without light bouncing off the objects into your eyes, everything will look black.

Paragraph 1

Paragraph 2

Photo Credit: Todorean-Gabriel / Shutterstock.com



## Activity 7

# Analyze Like a Scientist



Quick Code:  
egs4052

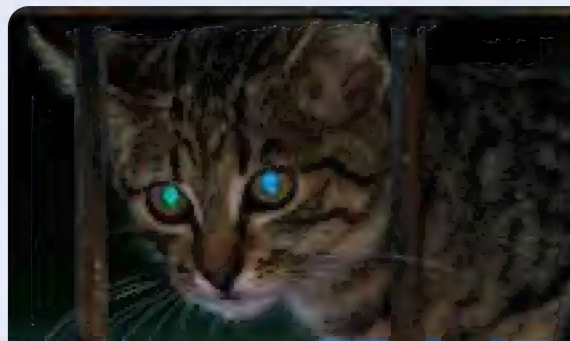
## Special Eye Structures

You may not know a lot about the structure of animal and human eyes, but some animals have a special structure that helps them to see a lot using only a little bit of light. **Read** the text that follows to learn more about how something called the *tapetum lucidum* helps some animals have exceptional night vision. **Circle** any words or phrases that you have questions about. **Write** your questions on the lines provided. Then, **discuss** the Talk Together question with a partner. After you have discussed, **share** your questions with the class.

## Special Eye Structures

What do deer, horses, cats, and dogs all have that humans do not? You might come up with a lot of different answers. One **feature** that relates to the sense of sight is something called the tapetum lucidum. This is a complex term for an adaptation of the eye that some animals see better at night. If you translate the term from Latin it means “tapestry of light”.

You have read about and investigated how light impacts humans’ ability to see. In order for humans to see an object, light must fall on the object and be reflected into to our eyes. Structures in human eyes transmit messages to the brain to tell us what we are seeing.



Tapetum Lucidum

### Special Eye Structures, *continued*

In some animals, especially those who either hunt at night or need to avoid being hunted, the tapetum lucidum is a life-saving adaptation. The tapetum lucidum is a thin layer, at the back of the eye, that reflects light. This means that light bounces off it like a mirror. Light that is not detected at first passes through to the tapetum lucidum. Here it gets bounced back for second time. The reflection is the glow that you see when light shines on a cat's eyes in the dark. The tapetum lucidum gives animals with this adaptation access to twice the amount of information about the nighttime world around them.



**Talk Together** Why do you think humans do not have a tapetum lucidum? Would having this type of vision be harmful or helpful for humans? Why or why not?

What questions do you have about the passage?

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## What Happens When Light Strikes Matter?



### Activity 8

## Investigate Like a Scientist



Quick Code:  
egs4053

### Hands-On Investigation: Reflection

During the last activity, you learned about a special feature in some animals' eyes that reflects light and improves night vision. In this activity, you will investigate how light interacts with different types of materials. **Use** your flashlight to **investigate** which objects are reflective and which are not. **Identify** qualities that are common in the reflective materials.

### Make a Prediction

Which objects do you think will reflect light best? **Write** and **explain** your prediction.

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### What Will You Do?

1. Choose four objects of different materials to investigate.
2. Shine your flashlight on each object.
3. Observe how the light interacts with the material.
4. Record how well the material reflects the light.
5. Fill in the chart with your results.

**Life Skills** I can analyze a situation.

## 1.3 | Learn

What needs to happen for humans or other animals to see an object in low-light areas?

### What materials do you need? (per group)

- Flashlight
- Various objects made of different materials (such as a plastic block, wooden block, piece of cloth, mirror, paper, piece of metal, glass, and so on)



Material	Observations	Is this what you expected to happen?

### Think About the Activity

**Review** your prediction. Did the results of the investigation provide evidence that supported your prediction? Or did they provide evidence against your prediction? **Describe** how you know.

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Based on your results, which types of materials reflect light the best? Which reflect light poorly? **Explain** your answer.

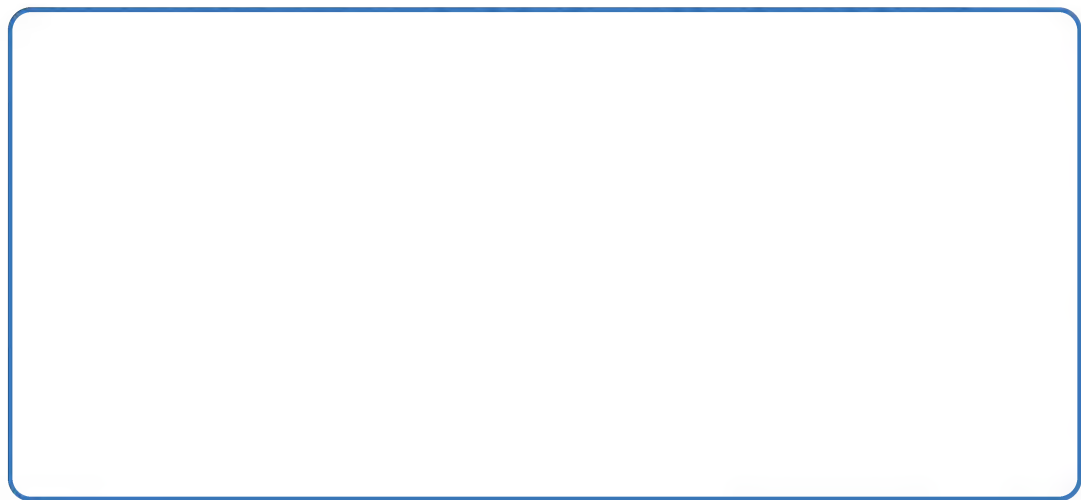
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**Draw** a picture of your results showing the paths of the reflecting light rays.







## Activity 9

# Analyze Like a Scientist



Quick Code:  
egs4054

## Light Strikes Matter

**Think** about what you have learned about how different materials reflect light. There are many ways that light interacts with matter. **Read** the text that follows. **Consider** how the way in which light interacts with objects affects your ability to make observations of the world around you. Then, **answer** the question that follows.

## Light Strikes Matter

Light is a form of energy that travels in waves. When traveling light hits an object, some of its energy is absorbed. Some of the energy may go through the object. Some of the energy bounces, or reflects, off the object's surface. You can examine these behaviors of light by observing different objects. Some objects, including your body, make shadows. This happens because light that hits your body either bounces off or is absorbed. None of the light passes through you. Objects that light cannot pass through are called **opaque**. **Transparent** objects or substances, such as air, water, glass windows, and lenses, allow light to pass through, which is why you can see through them.

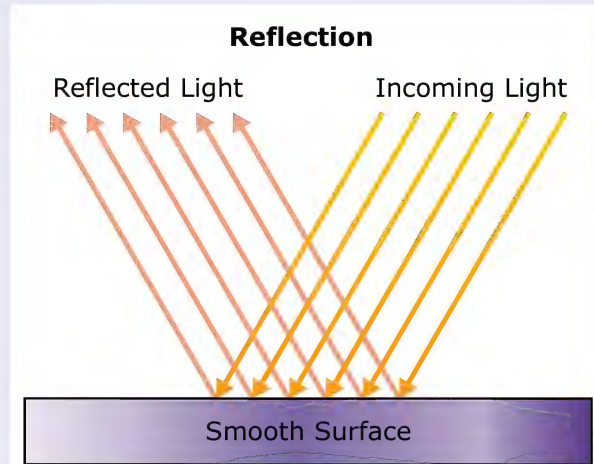
When light hits an opaque object, some of it is absorbed. The rest of the energy bounces, or reflects, off. How the light is reflected depends upon the smoothness of the surface. If the surface is a polished mirror, the rays reflect off differently than from a painted surface, which is slightly rough. When light hits an opaque object, some of it is absorbed. The rest of the energy bounces, or reflects, off.



Reflecting Light

How the light is reflected depends upon the smoothness of the surface. If the surface is a polished mirror, the rays reflect off differently than from a painted surface, which is slightly rougher. Rough surfaces scatter or diffuse light.

How does light striking **matter** make it possible for animals, including humans, to see? Light waves bounce off objects around us. The reflected light then travels in a straight line into our eyes. In the eyes, special nerves send messages to the brain.



Your older sister dropped her cell phone, and now the screen has a few cracks. How do you predict that light will reflect off the screen compared to before it was broken?

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## 1.3 | Learn

What needs to happen for humans or other animals to see an object in low-light areas?

### How Do We See Objects?



#### Activity 10

### Evaluate Like a Scientist



Quick Code:  
egs4057

### Sight Model

Imagine using a bouncing ball to model how we see reflected light. **Choose** a common object to represent eyes in the model. **Explain** how you could use the model to demonstrate how we see reflected light from objects.

**Include** all of the following in your response:

- Summarize which parts of your model represent how we see light reflected from objects.
- Relate your model to the way in which we see light reflected off objects.
- Explain what you learned about reflection and sight from your model.

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**Life Skills** I can apply an idea in a new way.

Photo Credit: Ann in the uk / Shutterstock.com



## 1.3 | Share

What needs to happen for humans or other animals to see an object in low-light areas?



### Activity 11

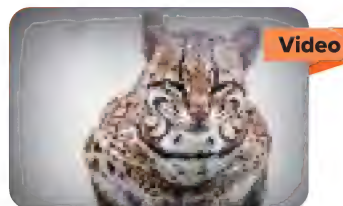
## Record Evidence Like a Scientist



Quick Code:  
egs4058

### Hunting with Night Vision

Now that you have learned about how vision works, **watch** the video *Let's Investigate Hunting with Night Vision* again. You first saw this in Wonder.



How can you describe hunting with night vision now?

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How is your explanation different from before?

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**Look** at the Can You Explain? question. You first read this question at the beginning of the lesson.



### Can You Explain?

What needs to happen for humans or other animals to see an object in low-light areas?

#### Life Skills

I can review my progress toward a goal.

## 1.3 | Share

What needs to happen for humans or other animals to see an object in low-light areas?

Now, use your new ideas about how light and vision work to write a scientific explanation to answer this question. First, **write** your claim.

My claim:

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**Record** evidence to support your claim.

Evidence

Photo Credit: Ann in the uk / Shutterstock.com

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Photo Credit: Ann in the uk / Shutterstock.com



# STEM in Action



Quick Code:  
egs4059



## Activity 12

## Analyze Like a Scientist

### How Do Optometrists Help Us See?

Do you know anyone who wears glasses or contact lenses? Have you ever wondered how the lenses work to help humans see better? An optometrist is a health care professional who specializes in vision and eyesight.

**Read** the text. Then, **complete** the Eye Imperfections activity. After the activity, **discuss** your answer with your partner.

### How Do Optometrists Help Us See?

When you see, what path does the light take to get to your eye? What happens when the light reaches your eye? Did you know that there is a lens just inside your eye that focuses the light onto the back of your eye?

When the lens focuses light, it redirects the light so that it all goes to a point. Think about a magnifying glass. It can take the sun's rays and concentrate them on a single point. Or it can take the light that is bouncing off something small, like an insect, and focus it on your eye.

If the lens in your eye does not focus properly, you may have blurry vision. Some people are not able to see objects that are far away. Others have a hard time seeing objects that are near.

Optometrists can test your eyes to determine whether the lens is focusing properly. By using a series of tests, an optometrist can determine how to correct your vision: perhaps with glasses or contact lenses, or maybe even using laser surgery. To become an optometrist, after high school, college and optometry school are required. Optometry students learn how to prevent blindness, treat eye diseases, and correct vision. If you want to become an optometrist, you need to study hard and learn a lot about science.



Human Eye

## Eye Imperfections

Some people have difficulty seeing objects near them, while other people have difficulty seeing objects far from them. Some have difficulties distinguishing between colors.

Given what you know about sight and light, create a test to look for one of these difficulties.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.



### Activity 13

## Evaluate Like a Scientist



Quick Code:  
egs4060

### Review: Light and Sight

**Think** about what you have learned about light and sight. Animals and humans that use sight need light to see. In the space provided, first **explain** how light travels and how it behaves when it interacts with matter. Then, explain some of the differences between how humans and some animals see.

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**Talk Together** Think about what you now know about light and sight. How do you think bats or other nocturnal creatures use other senses to help get around in the dark?

Photo Credit: (a) Image: muhammadoqeer / Shutterstock.com, (b) Icon made by Freepik from www.flaticon.com



CONCEPT

1.4

# Communication and Information Transfer

## Student Objectives

By the end of this concept:

- ☐ I can compare solutions that use patterns to transfer information.
- ☐ I can develop a model of a communication system with many parts that work together to transfer information from one place to another.
- ☐ I can argue, using evidence, that light and sound allow for the transfer of information through systems of communication.
- ☐ I can compare innovative human designs to systems of communication in the natural world.
- ☐ I can design, test, and evaluate models of information-transfer systems that can send and receive coded information.

## Key Vocabulary

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| <input type="checkbox"/> code         | <input type="checkbox"/> satellite |
| <input type="checkbox"/> echolocation | <input type="checkbox"/> system    |
| <input type="checkbox"/> pitch        |                                    |

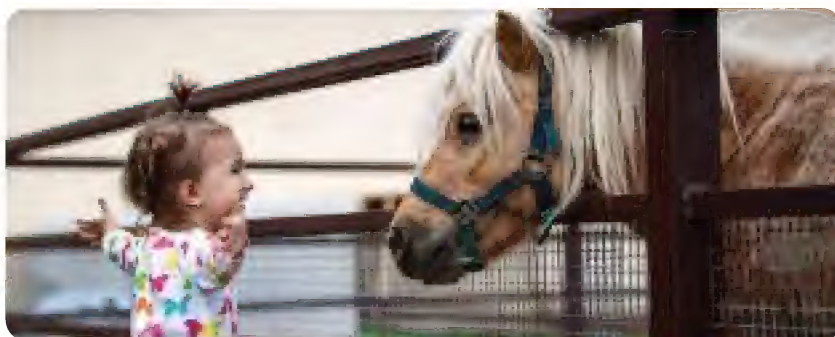


Quick Code:  
egs4062



## Activity 1

# Can You Explain?



You learned how animals have adapted to use their senses, such as hearing and sight, to gather information from the world around them. Now, you will learn how humans and other animals use sound and light to communicate and share information.

Let's begin by thinking about what you already know. How do animals, including humans, use light, sound, and other methods to send and receive information?

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Quick Code:  
egs4063

**Life Skills**

**I can share ideas I am not yet sure about.**





## Activity 2

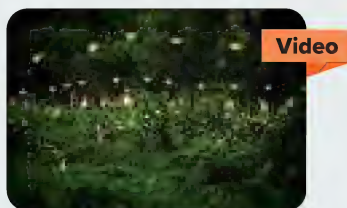
## Ask Questions Like a Scientist

Quick Code:  
egs4064

## Firefly Light Show

Have you ever seen a firefly? Why do you think they light up? **Watch** the video and **read** the text to learn about firefly behavior and an interesting art show. Consider what you have already learned about adaptations and senses. How does this scenario add to what you know? When you finish, respond to the questions in writing.

Do you see the light show in the photo? It is set in the mangroves of Thailand, but the lights are not produced by humans. They are produced by thousands of fireflies. Fireflies produce a chemical reaction inside their bodies that allows them to light up.



Fireflies are not flies at all. They are actually winged beetles that flash to warn off predators or to attract a mate. Fireflies naturally flash at regular intervals, but if there is another firefly flashing nearby, they will interrupt their own pattern and start over again to match the other firefly.

Do you think humans could influence their flashing patterns? A group of artists wanted to find out. In this light show, artists imitated nature by flashing LED lights to the fireflies. The artists set up lights in the forest to go on and off at regular intervals, or in a pattern. The fireflies responded by flashing back at the same time in large groups.

This is humans interacting with nature in a way not normally seen. It seems nature turned around and imitated the technology right back.

Photo Credit: (a) Joe McDonald / Shutterstock.com, (b) natchaporn / Shutterstock.com

## Senses and Light

How are senses used by the firefly?

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How have humans used light to communicate?

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**Write** a question you would like to learn more about, related to communication among organisms:

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Photo Credit: Joe McDonald / Shutterstock.com

**Life Skills** I can ask questions to clarify.



## 1.4 | Wonder

How do animals, including humans, use light, sound, and other methods to send and receive information?



### Activity 3

## Observe Like a Scientist



Quick Code:  
egs4065

### Alphabet and Written Language

While fireflies communicate using light, people use language to communicate by reading, writing, and speaking. Can you remember when you did not know how to read or write? Why was it important for you to learn these skills? Imagine a time when written language had not yet been developed. How would humans communicate their ideas to future generations or across the country? **Watch** the video and **read** the text. **Look** for examples of how communication has changed from simple to more complex.

There are many ways to communicate and send messages. No matter how a message is sent, it must be in a language understood by the sender and the receiver. The ability to communicate through language and speech separates humans from animals.



Some of the oldest writing appeared in Egypt around 3000 BCE. Ancient Egyptians created hieroglyphics, a writing system made up of about 700 symbols. The Babylonians in Mesopotamia (also around 3000 BCE) created a writing system called cuneiform drawings. In Central America, the Ancient Mayans created hieroglyphs that included almost 800 different signs.

**Life Skills** I can respect others' ideas.

Letters, like those in an alphabet, were developed later. Beginning in the 15th century BCE, various cultures refined and developed a system for writing words using combinations of letters.

The Egyptians created papyrus—a kind of paper made from a reed that grows in the marshes near the Nile River. In 105 CE, the Chinese also created a form of paper using the inner bark of mulberry and bamboo fibers pounded into a pulp.

Written language allows humans to communicate with people in our present time, understand the past, and share ideas with future civilizations.



**Talk Together** Now, talk together about the different types of communication you saw in the video and read about in the text. What are some similarities and differences between ancient writing systems and today's alphabet?

## 1.4 | Wonder

How do animals, including humans, use light, sound, and other methods to send and receive information?



### Activity 4

## Evaluate Like a Scientist



Quick Code:  
egs4067

## What Do You Already Know About Communication and Information Transfer?

### Animals and Humans

Think about what you already know about how humans and other animals communicate. As you prepare to further investigate communication and transfer of information, think about how communication is similar and different in animals and humans.

**Read** the list of ways people and animals communicate. **Classify** each type of communication in the table as animal (A), human (H), or both (B). Think of two more examples to complete the table.

Type of Communication	Animal (A) or Human (H) or Both (B)
Displaying light	
Writing	
Echolocation	
High-pitched sound	
A cell phone	
An e-reader	

Photo Credit: Joe McDonald / Shutterstock.com



## 1.4 | Learn

How do animals, including humans, use light, sound, and other methods to send and receive information?



### Activity 5

## Observe Like a Scientist



Quick Code:  
egs4066

### Song of Whales

Even though animals do not talk like humans, they still communicate with each other using special systems of communication. Animals can use different senses to send and receive information. What sense do you think whales use to communicate? **Watch** the video about whales, and then **read** the information that follows. **Highlight** the facts that help you better understand how whales communicate.

Did you know that humpback whales sing underwater to communicate with each other? These whales sing a wide range of notes and also a series of phrases in a pattern. In other words, humpback whales do not just make sounds, they make music.



Humpback whales sing during the winter months when it is mating season. They also sing during the summer months, or feeding season. However, their songs have a different sound depending on the season.

Photo Credit: (a) Joe McDonald / Shutterstock.com, (b) Canberk.csr / Shutterstock.com

## 1.4 | Learn

How do animals, including humans, use light, sound, and other methods to send and receive information?

Have you ever heard people singing in a group? Some voices have a high **pitch**, or sound, while other people's voices are lower.

The songs of humpback whales have a higher pitch in the winter. High-pitched sounds travel better through cold water. The songs have a lower pitch in summer, when the water is warm. Humpback whales certainly know when to change their tune.

Photo Credit: nurdem alay / Shutterstock.com

## How Do We Transfer Information?



### Activity 6

## Analyze Like a Scientist



Quick Code:  
egs4068

### Transferring Information

We use our senses of sight, touch, taste, hearing, and smell to collect information about the world around us. The senses can also be used to communicate, or share information, with others. Imagine your friend is smiling at you. Which sense do you use to understand they are happy?

**Read** the text. As you read, **highlight** anything you do not understand with a blue highlighter and anything you find interesting with a yellow highlighter.

### Transferring Information

Your sense organs collect information about your environment and send it to your brain. Examples include your ears detecting sound energy and your eyes using light energy to gather information. For a moment, think about all the different kinds of information that you receive through your eyes. Your eyes detect light. This means they can detect signals that travel very fast over different distances, such as your friend waving from across a room, a traffic signal, or a rescue flare. In the past, people used signal fires to communicate over distances of many kilometers. Many backcountry hikers carry mirrors that they can flash to attract the attention of rescue helicopters.

**Life Skills** I can identify problems.





Traffic Signals

Humans use codes to transmit information. They can be as simple as a thumbs-up or thumbs-down, or a red or a green traffic light. Expressions on our faces are coded signals that can help people predict what we are thinking or whether we feel happy or sad. Language is a code in sound. Different languages are different codes, but they all enable the transfer of information. Writing is a **code** that uses symbols. A code is a pattern that has meaning, such as the arrangement of letters in a word. Music or sound can be used to communicate messages. Lighthouses encode information in flashes of light that tell sailors where they are. When sense organs receive this information and send messages to the brain, the brain decodes and interprets the meaning.





## Activity 7

# Think Like a Scientist



Quick Code:  
egs4069

## Inventing a Code

Just as fireflies use flashing light patterns to send messages, humans have designed similar code systems using light or sound. One such system is called Morse code. In this investigation, you will invent a code that is similar to Morse code. **Watch** the *Morse Code* video and **think** about how you can make your own code. Then, **read** the directions and complete the activity that follows.

Morse code is a communication **system** developed by Samuel Morse in the 19th century. The code is simple. It consists only of long and short beeps, also known as a dash and a dot. Different combinations of dashes and dots represent different letters of the alphabet. This code allows people to spell words using patterns of light (long and short flashes) or sound (long and short beeps).



## What Will You Do?

1. With your partner, decide whether you will use a flashlight or a drum pattern on a table to communicate.
2. Then, work with your partner to create a unique signal for every letter of the alphabet.
3. Each partner should write down the code in the space provided.

## 1.4 | Learn

How do animals, including humans, use light, sound, and other methods to send and receive information?

4. Now, work with your partner to design a procedure for sending and receiving signals. Be sure to ask your teacher to check the procedures before you move on.
5. Talk with your partner to decide who will act as the person sending the message and who will act as the person receiving the message. Then, follow the directions below for the role that you chose.

### **If you are sending the message:**

- A. On a separate sheet of paper, write a unique message that is no more than five words. Then, use your code from step #3 to encode your message.
- B. When your teacher instructs you to do so, stand across the room from your partner and use either the flashlight or the drum to send your encoded message to the receiver.

### **If you are receiving the message:**

- A. When your teacher instructs you to do so, stand across the room from your partner and wait to receive the message.
- B. Then, use the space provided to write down the coded message from the sender.

- C. Now, use the code from step #3 to decode the message that you received.

Once the receiver has decoded the message, the receiver should talk with the sender to compare the message that was sent to the message that was received.

Photo Credit: Joe McDonald / Shutterstock.com

## Think About the Activity

Did your message make it from your sender to your receiver correctly?

If not, what went wrong?

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What sense did you use to receive your code?

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What would you do to improve your code for future use?

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Photo Credit: Joe McDonald / Shutterstock.com



## Activity 8

# Analyze Like a Scientist



Quick Code:  
egs4070

## Animals Communicate with Movement

You read about whales who use sound to communicate with each other. You also created a code to communicate using light or sound. What other methods can humans and animals use to share information?

**Read** the text and **highlight** what information bees communicate through patterns of movement. Then, **complete** the activity. Can you communicate like bees?

## Animals Communicate with Movement

Humans use light and sound to communicate in variety of ways. Have you ever considered how we use movement to communicate? You might wave your hand to say “hello,” or shake your head to say “no.” Some people with special needs use sign language to communicate.

Animals, such as the honeybee, also use movement to communicate with others. In the hive, a bee can communicate where to find resources, such as food and water, by doing a special dance. The dancing bee moves in a figure-eight pattern while vibrating her wings. The movements of the dance tell other bees the direction and distance to the resources. The bees in the hive “read” the code of the dancer and then fly off to the specific location.



Bees on a Honeycomb

### Life Skills

I can apply an idea in a new way.



How does the way honeybees communicate compare to the way humans communicate?

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### Coding with Honeybees

Work with your classmates to act out honeybee movements. **Watch** the scout do a honeybee dance. **Use** the key to figure out where the flower is hidden.



Honeybee Dance Key

- The bee faces the direction of the flower.
- The bee does one round dance if the flower is very close by.
- The bee does a waggle dance if the flower is far away. The bee waggles to the right and then to the left. This is one dance.
  - One dance = the flower is a little farther away.
  - Three or more dances = the flower is far away.

### Think About the Activity

Did the honeybee's message make it from the scout to the other bees correctly? If not, what went wrong?

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What sense did you use to receive the code from the scout honeybee?

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How are codes useful for honeybees who need to communicate to other bees in the hive?

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## What Are Communication Systems, and How Do We Use Them?



### Activity 9

## Analyze Like a Scientist



Quick Code:  
egs4072

## Communication Systems

You have learned about several different ways animals and humans communicate specific messages to each other. How do individual messages rely on much larger communication systems? As you **read** the text, **underline** the parts of a communication system.

## Communication Systems

When we use a cell phone, a computer connected to the Internet, or cable TV, we are using communication systems. These phone systems, Internet systems, and cable TV systems are all systems that communicate using signals. Each system consists of many parts that work together to transfer information from one place to another. A cell phone by itself cannot help you talk to your friends. It needs to be part of a system with other parts such as **satellites**, communication towers, and software. When these elements come together and do their parts correctly, the system can perform in a way that individual parts cannot.



## 1.4 | Learn

How do animals, including humans, use light, sound, and other methods to send and receive information?



### Activity 10

## Observe Like a Scientist

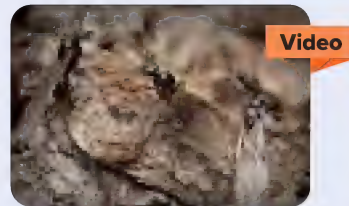


Quick Code:  
egs4073

## How Animals Use Communication Systems

Human communication systems are made of several parts that work together to send and receive information. Animals also use communication systems. **Watch** the video and **read** the text.

Human communication has changed a lot since people first started sharing information using written symbols. Technology systems allow us to call, text, and email messages over great distances. Animals do not use technology systems as we do, but they can still use other systems to communicate.



Consider the tiny ant. Some ants live in colonies of thousands. Ants have developed systems that help them divide their work. Groups of ants within a colony have different roles. How do you think they communicate with each other? Would you believe they use their sense of smell? Nurse ants send smelly messages to scout ants if the food is low. The scout ants respond by sending a smelly message to alert the scavenger ants where to find the food. The soldier ants also use smells to communicate if there is danger nearby.



**Talk Together** How are human and ant communication systems similar? How are they different?

**Life Skills** I can respect others.

Photo Credit: (a) Joe McDonald / Shutterstock.com, (b) Pavel Krasensky / Shutterstock.com, (c) Icon made by Freepik from www.flaticon.com



## 1.4 | Share

How do animals, including humans, use light, sound, and other methods to send and receive information?



### Activity 11

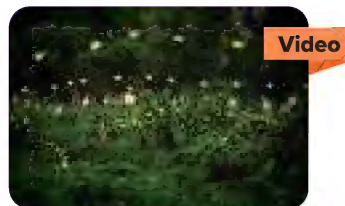
## Record Evidence Like a Scientist



Quick Code:  
egs4076

### Firefly Light Show

Now that you have learned more about communication and information transfer, let's return to the example of the fireflies. You first saw this in Wonder. **Talk** to a partner about the video and/or text.



When you finish, **look** back at the Can

You Explain? question or one of your own questions. **Use** what you have learned to write a scientific explanation to share.

How can you describe a firefly light show now?

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How is your explanation different from before?

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**Look** at the Can You Explain? question. You first read this at the beginning of the lesson.



### Can You Explain?

How do animals, including humans, use light, sound, and other methods to send and receive information?

Photo Credit: (a) Joe McDonald / Shutterstock.com, (b) natchaporn / Shutterstock.com

## 1.4 | Share

How do animals, including humans, use light, sound, and other methods to send and receive information?

Use your new ideas about the firefly light show to answer the Can You Explain? question. To plan your scientific explanation, first **write** your claim. Your claim is a one-sentence answer to the question you investigated. It answers, What can you conclude? It should not start with yes or no.

My claim:

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Then, **record** your evidence. Next, **consider** and **explain** how your evidence supports your claim.

Evidence	How It Supports Claim

Photo Credit: Joe McDonald / Shutterstock.com

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Photo Credit: Joe McDonald / Shutterstock.com



# STEM in Action



## Activity 12

## Analyze Like a Scientist



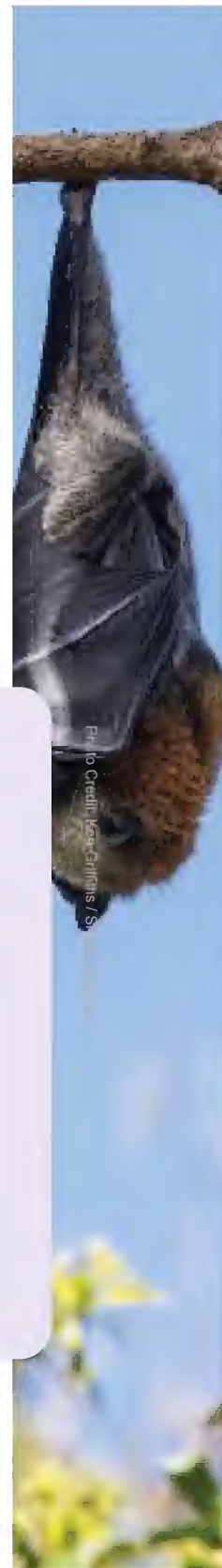
Quick Code:  
egs4077

### Technology Inspired by Nature

Have you ever known someone who could not see because they were blind? As you read about how scientists were inspired by bat echolocation, **think** of other animal communication techniques that might help people in your community.

### Bat-Inspired Technology

Many animals, such as bats, use sound to communicate with each other. But sound can be used for other purposes. Bats also use sound to get information about their surroundings. Bats use their ears to “see” in the dark. How do they do this? They use their ears for something called **echolocation**. Notice the two smaller words that make up this bigger word—*echo* and *location*. Bats make a high-pitched sound and then listen for an echo, or reflected sound. When the bat hears the reflected sound, it knows that there is something nearby. Bats use echoes to tell where and how far away objects are.





A Bat-Inspired Cane

Scientists have been inspired by this adaptation to find ways to help blind people detect their surroundings. Scientists have created a cane that emits a high-pitched sound, just like bats do. The sound's pitch is too high for humans to hear. This special cane then uses vibrations to communicate information about the world to the person using it. As a person is walking with the cane, an echo from the sound is picked up by the cane. The echo is turned into vibrations that the person can feel with their thumb. The vibrating buttons tell the person the direction of the obstacles around them and how close the object is to them.



How did scientists use an animal adaptation to design a new invention?

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How are the cane and bat echolocation similar?

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What is one main difference between the cane and bat echolocation?

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Think back to how honeybees communicate with each other. How are the cane and the honeybee dance similar?

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### Activity 13

## Evaluate Like a Scientist



Quick Code:  
egs4078

### Review: Communication and Information Transfer

**Think** about what you have learned so far in this concept about how humans and other animals communicate. Animals use a variety of ways to communicate, and humans have a much more complex system of communication. As you review this concept, use the space provided to **summarize** your learning. **Explain** the similarities and differences between how humans and animals communicate. If you have additional questions about communication systems, **write** them here and **share** these with your teacher and classmates.

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**Talk Together** How does your new understanding of communication systems help you better understand bats? Talk to your partner about how you can use your knowledge of adaptations, senses, and communication to get ready for the Unit Project.



# Unit Project



## Solve Problems Like a Scientist



Quick Code:  
egs4080

### Unit Project: Bat Chat

In this project, you will research bats to learn how their adaptations help them to navigate and communicate.

**Read** the text about echolocation. **Underline** the ways bats use sound.

### Chattering Bats

Many creatures use sound to communicate with each other. But sound can be used for other purposes. For example, bats use sound to communicate with each other. They also use sound to move around in the dark.

Bats live in dark places, such as caves. There is not enough light for them to see. Bats also fly very fast. They need to be able to avoid flying into walls and other objects. To do this, they have a special adaptation. They make a noise in their throats that is very high pitched. It is so high that humans cannot hear it. The noise bounces off objects, a process called echoing. Bats hear the echo with their ears. They use the echo to figure out where objects are. This way, they can avoid flying into objects. This is called echolocation.

Photo Credit: Christian Musat / Shutterstock.com

**Life Skills** I can work to meet expectations.

Bats also use echolocation to hunt. They make a noise, and the noise bounces off prey. Bats can find even tiny prey this way. For example, many bats eat mosquitoes. Although mosquitoes are very small, bats can find them with sound.

Bats also communicate with each other using sound. Bats make different sounds that mean different things, just like people communicate with words.

Most of the sounds are too high for humans to hear. Researchers use recording devices that can measure the sound. They have decoded many of the sounds bats make and have found that most of the sounds are arguments. Bats argue almost constantly. They argue about food. They argue about where they get to sleep. They argue about which bats they get to have as mates.



Bat Chat



# Unit Project

## Echolocation

**Research** bats further by using print or online sources. **Learn** about the ways bats have adapted to use sound to navigate, hunt, and communicate. Then, **draw** a diagram of a bat using sound to avoid obstacles and find prey. **Label** all relevant parts of the diagram. Be sure to include the way the sound interacts with the bat, the obstacles, and the prey.

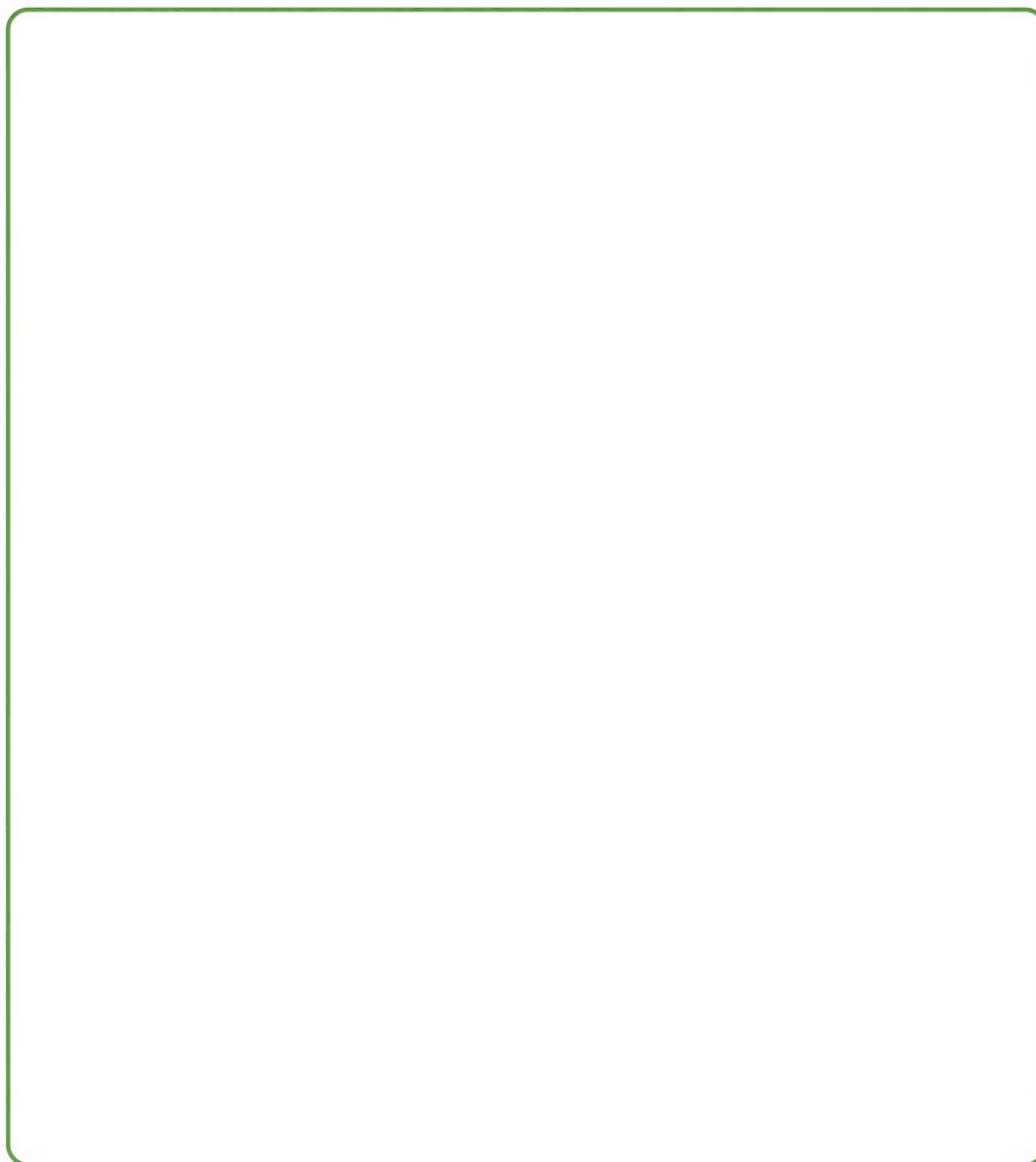


Photo Credit: Christian Musat / Shutterstock.com

## Bat Chat

Bats communicate by using different sounds to mean different things, like humans use language. Bats also hunt and fly in the caves where they live, and they do so using echolocation.

**Explain** why it is helpful for bats to have different sounds that mean different things, given these facts. **Use** a Claim-Evidence chart to organize your thoughts.

Claim

Evidence

Photo Credit: Christian Musat / Shutterstock.com

# Interdisciplinary Project



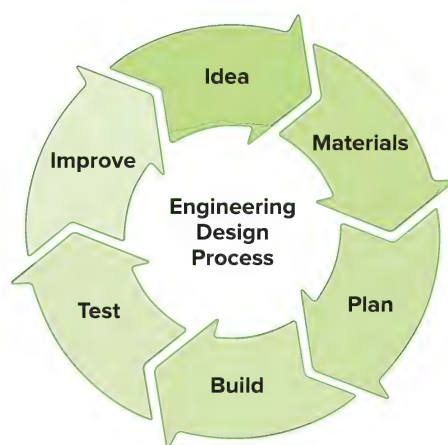
## Interdisciplinary Project: To Get to the Other Side

In this interdisciplinary project, you will use your science and math skills to find a solution to a real-world problem. First, you will read a story about a fictional group of characters, called the STEM Solution Seekers. Then, you will study some background information, and you will design, test, and refine a solution to the overall challenge. You will go through the steps of the Engineering Design Process, as shown below. You will also do some additional work in your math class related to this challenge.



Quick Code:  
egs4430

Photo Credit: Piotr Velixar / Shutterstock.com



The project “To Get to the Other Side” challenges you to think about all of the members of a community and how we as humans affect other living organisms. In the story, you will read about a population of desert lizards, called the blue Sinai agama, who have been impacted by a new sidewalk. You will learn more about the habitat and needs of the agama, and then you will design a solution to help them survive.



## To Get to the Other Side

**M**aher, Laila, and Galal are looking for the Sinai agama lizards that they usually see on their walk home from school.

"I can't find any. Where'd they all go?" asks Laila.

"Professor Hassan said there were lots of them here," says Maher. He is using a stick to poke in the sand and gravel at the edge of the sidewalk.



They keep searching but don't find any lizards. As they grow tired of looking, Laila says, "I wonder why we can't find them. I think we need to ask Professor Hassan." Maher and Galal smile as all three start to run down the sidewalk to her house.

# Interdisciplinary Project

The friends talk over each other as they explain the problem to Professor Hassan. “There were plenty of Sinai agamas in that area before they built the new, wider sidewalk a few months ago,” she says thoughtfully.

Galal thinks a minute and then wonders, “Why don’t we get rid of the sidewalk and see if they come back?”

“The sidewalk helps everyone. Now we can walk and ride bikes and scooters to school and other places,” Laila says. “My mom said the sidewalk helps keep us safe.”

“The path is a good thing,” says Professor Hassan nodding. “I think we need to find out more about the Sinai agama and why you couldn’t find any there,” she says. She starts tapping on her computer.

A woman in a lab coat pops up on the screen and says, “How can I help?” The children smile and Galal starts asking questions. Maher begins to tell the woman about their search for Sinai agamas. Professor Hassan motions Galal and Maher to be quiet so Laila can explain the problem to the woman.



“Laila, did you and your friends notice anything else that is different in the area?” Laila thinks for a moment and reflects, “We remember seeing a lot more rocks in the area before the sidewalk was widened.”

After chatting for a few more minutes, Laila signs off and turns to her friends. “Professor Hassan’s friend told me that the new sidewalk may have disturbed the Sinai agama’s habitat,” Laila announces. “We need to figure out what the lizard’s habitat looks like” says Galal.

“We need to be sure the sidewalk allows access to plenty of tall rocks that the Sinai agama like to sit on and hide under while looking for prey,” Laila says.

Maher looks at some extra, unused items and says, “Maybe we can use some of this stuff to model a better habitat for the Sinai agama.”

“I think you three are ready to figure out how to help the Sinai agama in our community!” says Professor Hassan as Maher, Galal, and Laila begin to talk about how they might help.



# Interdisciplinary Project

## **The Sinai Agama** **(Blue agama)**



Photo Credit: G.J. Verspuil / Shutterstock.com

The Sinai agama is a lizard that can be found in the dry and rocky environments of Eastern Egypt. In order to survive the hot, arid climate of this region, this little reptile has developed unique features and behaviors that allow it to live and hunt in this harsh environment. Some of these adaptations include standing on the top parts of its toes so that its belly stays high above the hot rocks, scaly skin that traps in water and having a long, thin body that helps it climb and run quickly.



The Sinai agama is active during the hottest parts of the day and likes to hang out in areas with many rocks, hard gravel surfaces, and volcanic boulders. They save energy as they wait in the dark spaces between the rocks for their prey to come by so that they can launch an attack. Males often perch on lookout rocks to guard their territory. During the late spring breeding season, the males turn a vivid blue color in order to attract a mate. Females remain the grey-brown color that helps these lizards to camouflage in the desert.



Their diet consists mainly of ants, grasshoppers, beetles, termites and other insects. Tongues with surfaces that are as sticky as bubble gum allow the lizard to catch and hold on to their prey. The number of Sinai agama lizards in the wild is negatively affected by humans. Whether it is people making changes to their natural habitats or catching

them so that they can be sold as pets, these little lizards would prefer to be left alone so that they can sit and wait for the next unlucky insect to come their way.

# Interdisciplinary Project



Hands-On Investigation

## Engineering Your Solution

### Challenge

You have been asked to create a solution for a sidewalk design that meets the needs of both humans and Sinai agama lizards. This activity will guide your team through the Engineering Design Process.

### Objectives


In this activity, you will . . .

- Review the challenge requirements and assign roles to each member of your team
- Create three or four sketches to brainstorm solutions
- Agree upon one final blueprint for your prototype
- Create a prototype of your solution that helps the Sinai agama return to their habitat

Photo Credit: Laura Dineath / Shutterstock.com



A Desert Agama Habitat



## What materials do you need? (per group)

- Building materials, such as craft sticks or small pieces of wood
- Construction paper or cardboard
- Pebbles, small rocks, and/or clay
- Sand, small sticks, leaves, dirt
- Toy animals or figures to represent living organisms in the habitat (optional)
- Blank paper or poster board



## Procedure

Follow these steps with your teammates:

1. **Review the Challenge** Study the requirements from the school and the needs of the Sinai agama.
2. **Assign Group Roles** Decide the roles for the members of your group and record the names next to each role.
3. **Sketch Ideas** After brainstorming, as a team, select three or four ideas to plan out in the Sketching Our Design boxes. Review your sketches and decide on one design to fully develop. Add more details to make it your blueprint that you will use to help you create your solution.
4. **Plan and Build** Gather materials and begin building your prototype. Make sure to keep track of your steps and process.
5. **Reflect and Present** When finished, review your product and your process. Identify ways you could improve. Prepare to share with your class.

**Life Skills** I can review expectations.

# Interdisciplinary Project

## Group Roles

Roles	Student name
<b>Team Captain</b> Provide encouragement and support; help other team members with their roles if needed; keep track of timeline	
<b>Materials Manager</b> Gather and organize materials; request additional materials if needed	
<b>Chief Engineer</b> Coordinate building the model; suggest when a test may be needed; make sure the team is building safely	
<b>Team Reporter</b> Record all steps of the process; share the process the team went through to complete the challenge	

## Design Requirements

- ☐ Your solution must include a diagram and small prototype of your sidewalk design, as well as a presentation sharing both your prototype (product) and how you worked together as a team (process).
- ☐ Your solution can only use materials the school has available: planks of wood, concrete, gravel, and natural materials found near the path, such as different size rocks, sand, dirt, sticks, and fallen leaves.



## Sketching Our Design


Within your team, discuss these two questions for your ideas:  
What do you like about these ideas? Where can you make improvements to the designs? Circle your final design to create.

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**Life Skills** I can use information to solve a problem.

# Interdisciplinary Project

## Plan and Build

**STEP 1** Now that you have selected one design idea, create a separate diagram with additional details that you will share during your presentation. This detailed diagram is the blueprint for your prototype. Identify any materials you will use on the detailed diagram.

**STEP 2** Gather the materials you identified in your blueprint. You may need to make adjustments to these materials as you are building. Keep track of what you actually use.

**STEP 3** Begin building your prototype. As you build, you may run into problems or challenges. Focus on one problem at a time and use your group's creativity and collaboration skills to find solutions. Engineers use notebooks and documentation to troubleshoot when things go wrong so that they can look for places to make improvements.

**STEP 4** Once your prototype is complete, work with your team to create a presentation to share both your product and your process. Be sure to explain the parts of your prototype that help all of the living organisms in the habitat. Also make sure to prepare to share how your team worked together, if you encountered any problems, and how you worked to make improvements.

## Presentation Notes

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**Life Skills** I can decide on a solution to use.



## Analysis and Conclusions

Reflect on the following questions:

1. How does your solution meet the needs of people and Sinai agama?

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2. How do you know your design is successful? What could you do to test your design?

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3. What improvements would you make to the design process or to your final prototype?

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4. What was your role on the team? What did you do well? What improvements could you make?

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Theme 2 | Matter and Energy

# Unit 2 Motion

Photo Credit: Vopodnyy / Baleha / Shutterstock.com





# Get Started

## What I Already Know

This unit is all about energy and motion. **Think** about objects that move. Do they move in a specific way?

**Look** at the image of the man in the wheelchair on the ramp. How do you think the man and his wheelchair will move? Will he need additional force to move? Will the ramp help his movement?



Wheelchair at the Top of a Ramp



Quick Code:  
egs4081

Photo Credit: (a) Volodymyr Baleha / Shutterstock.com, (b) UfaBizPhoto / Shutterstock.com



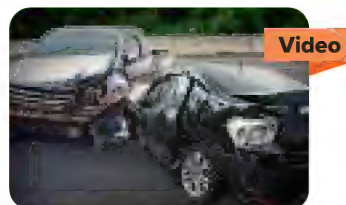
**Talk Together** Think about the energy required to move objects like a car or a train. Share your ideas about where the energy for motion of vehicles comes from.

During this unit, you will learn a lot more about how energy and motion are related. You will explore starting and stopping and how energy changes when forces are applied to objects. You will learn the relationship between energy and work, which happens when forces move objects. You will investigate speed by looking closely at the distance objects travel when moving and how long they travel. Finally, you will investigate what happens when objects collide, or crash together.

# Get Started

## The Science of Car Crashes

You may have witnessed a car collision and the damage caused by that collision. Lots of things happen in a car crash. There is a lot of noise. Things get broken and thrown about. Cars and other vehicles are built with a lot of safety features to help prevent damage to passengers, but sometimes the force of the crash or collision is too great and people can get hurt. During this unit, you will learn more about what happens when cars or other objects collide and why there is the potential for so much damage.



What makes the vehicles we ride in start and stop? How do cars get the energy to move? Why should you wear a seat belt while riding in a car? How are buses and cars similar and how are they different? What other forms of transportation are common in your community? How can you stay safe as a pedestrian in an area with a lot of traffic?

Photo Credit: (a) Volodymyr Baleha / Shutterstock.com, (b) Kwangmozaa / Shutterstock.com, (c) Adwo / Shutterstock.com, (d) Abdelrahman Hassanein / Shutterstock.com.

# Unit Project Preview



## Solve Problems Like a Scientist



Quick Code:  
egs4082

### Unit Project: Vehicle Safety

In this project, you will use what you know about energy, motion, and collisions to research and redesign a safety feature of a passenger vehicle. You will design, test and refine a device that transfers the energy of impact into a mechanism that will protect passengers from injury during a collision.



Car Crash

### Ask Questions About the Problem

You are going to research and then redesign a safety feature of a passenger vehicle. **Write** some questions you can ask to learn more about the problem. As you learn about energy, motion, and collisions in this unit, **record** the answers to your questions.

**Life Skills** I can use information to solve a problem.



CONCEPT

## 2.1

# Starting and Stopping

### Student Objectives

By the end of this concept, I will be able to:

- ☐ Explain and model what causes objects to change motion.
- ☐ Analyze data to explain different causes of changes in an object's motion.
- ☐ Cite evidence to show how speed is related to energy for an object.
- ☐ Model the cause-and-effect relationship between the force acting on an object and the object's motion.

### Key Vocabulary

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> energy   | <input type="checkbox"/> gravity |
| <input type="checkbox"/> force    | <input type="checkbox"/> motion  |
| <input type="checkbox"/> friction | <input type="checkbox"/> work    |



Quick Code:  
egs4084





## Activity 1

### Can You Explain?



When is the last time you rode in a car, bus, or train? How do you think that vehicle started? What does it take to stop a vehicle? As you begin this unit on motion, think about what you already know about force and energy.

How do forces act on a starting and stopping object?

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Quick Code:  
egs4085

**Life Skills**

I can share ideas I am  
not yet sure about.

## 2.1 | Wonder

How do forces act on a starting and stopping object?



### Activity 2

## Ask Questions Like a Scientist



Quick Code:  
egs4086

### Truck versus Airplane

Have you ever wondered how something that is moving very fast slows down or stops? **Use** the video and text provided to **investigate** the forces involved in starting and stopping. Then, **write** three questions you have.

Have you ever seen a jet flying overhead?  
What about a truck driving along a motorway?  
Which do you think is moving faster?

The engines on a jet are much more powerful than the engine in a truck. Normally, jets fly much faster than a truck can drive. So what would happen if you put a jet engine on a truck? The truck featured in this video, named the Shockwave, has been fitted with three jet engines. It can reach speeds of over 500 kilometers an hour—about five times faster than the trucks you see driving down the motorway.

The powerful engines help this truck start moving and reach record speeds, but how does it stop? To solve this challenge, the truck's engineers turned to rocket designs. They installed three parachutes that deploy to help slow down the truck quickly.

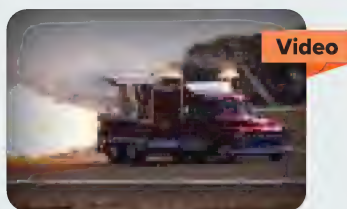


Photo Credit: (a) iingolai-Photography / Shutterstock.com, (b) Nelson Hale / Shutterstock.com

**Life Skills** I can ask questions to clarify.

What makes the truck move? How does the truck start and stop?

**Write** three questions you have, and **share** them with the class.

I wonder . . .

I wonder . . .

I wonder . . .

Photo Credit: ingolai-Photography / Shutterstock.com

## 2.1 | Wonder

How do forces act on a starting and stopping object?



### Activity 3

## Observe Like a Scientist



Quick Code:  
egs4087

### Making Things Move

Imagine a ball lying on the ground, a closed door, and a bicycle leaning against a wall. All of these objects can move. What do you think causes an object to move? **Use** the video and text that follow to **investigate motion**. **Share** your ideas with your class.

A ball lying on the ground untouched does not move. When you kick it, your foot pushes the ball to make it roll. A closed door untouched also does not move. When you grab the handle and pull, the door swings open. Push and pull forces can sometimes be easy to observe.



What about air? Can air provide enough **force** to move an object? Consider wind blowing through the leaves on a tree. Now picture a cart on the road. Could air, or wind, move a cart? The investigative engineers featured in this video tested this question. Instead of waiting for the wind to blow, they strapped fire extinguishers onto a cart. As they release gas from the extinguishers, the cart begins to roll. How fast and how far do you think the cart could move?



**Talk Together** Now, talk together about how the objects in the video and text move. How did forces cause the objects to move?

**Life Skills** I can ask questions to clarify.

Photo Credit: (a) Inigolia-Photography / Shutterstock.com, (b) pzAxe / Shutterstock.com, (c) Icon made by Freepik from www.flaticon.com





#### Activity 4

### Observe Like a Scientist



Quick Code:  
egs4088

## What Do You Already Know About Starting and Stopping?

**Share** what you already know about starting and stopping by completing the following activities. After you have learned more, you can return to these activities to add to or change your responses.

### How Do Objects Move?

Pushes and pulls move objects. **Write** one sentence that describes pushing something. **Write** a second sentence that describes pulling something.

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### Balanced and Unbalanced

**Observe** the image, which shows a rope being pulled in two directions. The rope is not moving in the image, but which way do you think it moved just after the image was taken? **Record** your prediction by drawing an arrow beneath the image. Then, turn to a partner and **discuss** your answers.



Children Playing Tug-of-War

Photo Credit: (a) ingolai-Photography / Shutterstock.com, (b) LightField Studios / Shutterstock.com

## How Do We Know an Object Is Moving?



### Activity 5

## Analyze Like a Scientist



Quick Code:  
egs4089

### Objects in Motion

What is motion? What causes objects to start and stop moving?

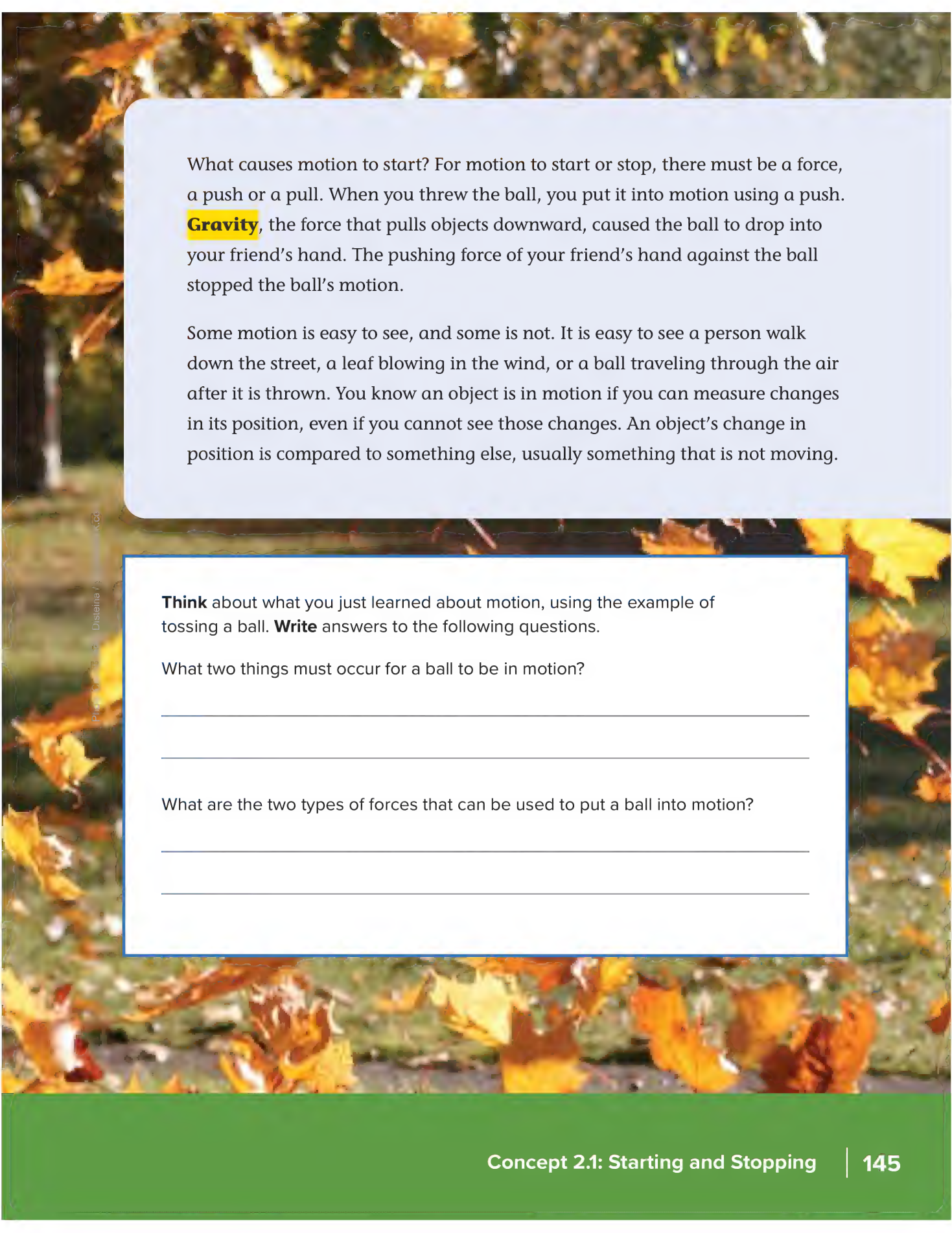
**Look** for answers to these questions as you **read** the text about objects in motion. Then, **answer** the questions that follow.

### Objects in Motion

Think of a time when you played catch with a friend. The ball left your hands, travelled through the air, and then was caught by your friend. The ball landed in a different place from where it started, because it moved.

An object is in motion if it is moving from one place to another. When you look at an object, you can describe its position compared to other things around it. Imagine that you are standing next to a tree when you are playing catch. The starting position of the ball is close to the tree. When the ball travels through the air, it is in motion. It stops moving when your friend catches it. The ball's position changes, relative to the tree. Motion is any change in position relative to a fixed starting point.

**Life Skills** I can analyze a situation.

A background image of autumn leaves in shades of yellow, orange, and brown, scattered on a grassy area. The leaves are out of focus, creating a soft, bokeh effect.

What causes motion to start? For motion to start or stop, there must be a force, a push or a pull. When you threw the ball, you put it into motion using a push. **Gravity**, the force that pulls objects downward, caused the ball to drop into your friend's hand. The pushing force of your friend's hand against the ball stopped the ball's motion.

Some motion is easy to see, and some is not. It is easy to see a person walk down the street, a leaf blowing in the wind, or a ball traveling through the air after it is thrown. You know an object is in motion if you can measure changes in its position, even if you cannot see those changes. An object's change in position is compared to something else, usually something that is not moving.

**Think** about what you just learned about motion, using the example of tossing a ball. **Write** answers to the following questions.

What two things must occur for a ball to be in motion?

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What are the two types of forces that can be used to put a ball into motion?

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## 2.1 | Learn

How do forces act on a starting and stopping object?

### What Makes Objects Move?



#### Activity 6

### Observe Like a Scientist

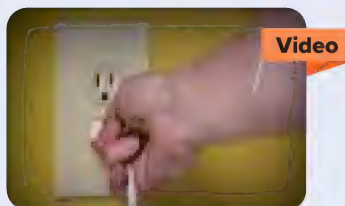


Quick Code:  
egs4090

### Force

Two types of force put objects in motion: push and pull. Examples of these forces are around you everywhere you go. **Read** the text and **watch** the video, if possible. **Look** for examples of pushes and pulls. Then, **answer** the questions that follow.

Every day, the world around us is in constant motion. Vendors push carts through busy markets, kids play football games, you travel to school and return home again. Some things move quickly, while others move slowly. All motion, fast or slow, is caused by force. Force is a push or pull on an object that causes it to change position.



Video

Does force affect us when it feels like we are not in motion? If you are reading this, you are probably sitting in a chair. It may not feel like there is any force acting on your body. In fact, gravity is pulling you downward and holding you in the chair.

When you finish your work, you might push the chair away from your desk and pull your bag up from the floor. Did you know that in these

**Life Skills** I can identify problems.



movements, multiple forces are acting from different directions? Gravity pulls your bag down while your arm lifts it up. A key part of understanding motion is to recognize balanced and unbalanced forces.

Have you ever played tug-of-war? Two teams hold opposite ends of a rope. The players pull the rope toward them. If each team is pulling the rope with equal force, the forces are balanced. Neither team moves forward. If one team pulls with greater force, then the forces are unbalanced and the rope moves.

What are some examples of starting or stopping motion with a push?

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What are some examples of starting or stopping motion with a pull?

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Think about a time that you used force. What would that activity be like if there was no push or pull involved?

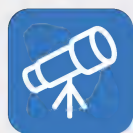
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Optional Digital Activity 7

**Observe Like a Scientist**

**Tug-of-War**

Go online to complete this activity.



Quick Code:  
egs4429

## What Makes Moving Objects Stop?



### Activity 8

## Analyze Like a Scientist



Quick Code:  
egs4091

### Stopping Motion

Before you **read** the text, **look** at these words and phrases. **Think** about what the text will be about based on this list. Then, **answer** the question that follows.

- slow down
- force
- moving objects
- stop
- friction

### Stopping Motion

Let's consider the effect of balanced and unbalanced forces in more detail. A book lying on a table is being pulled down by gravity and pushed up by the force the table exerts. When the forces on an object are balanced, the object does not move.

When the forces on an object are unbalanced, the object could start moving, move faster or slower, or change direction. If force causes motion, how does an object in motion STOP?

**Life Skills** I can use information to solve a problem.

Moving objects only stop when a force of the same size is applied to them in the opposite direction from which they are moving. Sometimes it is easy to observe where the force that stops an object comes from. If a car crashes into a wall, it may stop. The wall applied a force to the car.



Car Crash

But why does that same car roll slowly to a stop if it runs out of gas on a level road? In this case, the car is being slowed down by a force called **friction**. You have probably heard of friction. Friction is a force that is exerted when objects rub against each other. Friction is a force that opposes motion. In the case of the car, this includes when its tires rub on the road and when air flows over the car and rubs against its surface.

When a car runs into a wall, make a claim about the size of the force of the car compared to the size of the force of the wall.

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## 2.1 | Learn

How do forces act on a starting and stopping object?



### Activity 9

## Evaluate Like a Scientist



Quick Code:  
egs4092

### Launching a Satellite

Let's apply what we have learned about force and motion to launching satellites into space. How do forces relate to the challenge of launching a satellite into orbit in space? **Read** the text. **Circle** the correct word or phrase from the bold options provided to complete each sentence.

Every new satellite is carried into space by a rocket. Before launch, the rocket stands motionless on its launch pad. It stays still because forces acting upon it are **balanced.** / **pushing it down.** / **unbalanced.**

During launch, the rocket applies **balanced forces** / **unbalanced forces** / **the force of gravity** so that it can move away from Earth.

Once the rocket is in space, it can release the satellite into orbit. The satellite can keep travelling at the same speed for hundreds of years. Unlike on Earth, in space there is no air. Because there is no air, there is no **force of gravity** / **force of friction** / **force of motion** to slow down the satellite.

Photo Credit: Ingoliet-Photography / Shutterstock.com

**Life Skills** I can review my progress toward a goal.



## What Is the Relationship between Force and Energy?



### Activity 10

## Investigate Like a Scientist



Quick Code:  
egs4093

### Hands-On Investigation: Rolling Cars

Now that you know more about the causes of motion, in this activity you will explore the effect of applying different amounts of force to an object. You will investigate this by rolling toy cars across the floor. First, use what you already know to **predict** how far the toy car or truck will roll. **Complete** the activity, **record** your data, and then **answer** questions about what you observed.

### Make a Prediction

Write your claim here.

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## 2.1 | Learn

How do forces act on a starting and stopping object?

### What materials do you need? (per group)

- Toy trucks, cars
- Measuring tape



### What Will You Do?

1. Gather your toy cars and trucks.
2. Plan a way to measure the distance your cars will travel, and create a simple sketch of your plan.
3. Push a toy car hard from a starting point.
4. Record the distance the toy car rolls.
5. Repeat steps 3 and 4 several times, and find the average.
6. Predict what will happen if you push your toy car very gently.
7. Push a toy car very gently from the starting point you used in step 3.
8. Record the distance the toy car rolls.
9. Repeat step 7 several times, and find the average.

**Record** your data in the table.

Trial	Type of Push	Distance
1	Hard	
2	Hard	
3	Hard	
4	Hard	
Average hard push distance		
5	Gentle	
6	Gentle	
7	Gentle	
8	Gentle	
Average gentle push distance		

## 2.1 | Learn

How do forces act on a starting and stopping object?

### Think About the Activity

Think about the data you collected. How does this data support or go against your hypothesis? **Describe** how you know. Then, **answer** the question.

My Claim \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My claim is true because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Could the distance each car traveled have changed if you had used a different car or truck?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Talk Together** What do you think caused the car to start and stop moving? What is your evidence? How does the car compare to the airplane you saw in Wonder?

Photo Credit: Icon made by Freepik from www.flaticon.com





## Activity 11

# Observe Like a Scientist

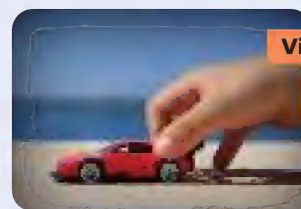


Quick Code:  
egs4096

## Energy, Work, and Force

You already know that in order for motion to start or stop, force must be applied to an object. Now, you will explore the relationships between force, **energy**, and **work**. **Read** the text to find out how these three terms are connected. Then, **answer** the questions that follow.

To make a vehicle start or stop moving requires a force—either a push or a pull. Applying this force to the vehicle requires energy. Imagine you had to push a car along a flat road. Moving a car needs a lot of force. Soon you would be sweating hard as your body used up its energy reserves working to get the car moving.



Video

Force and energy are different, but they are related to one another. Force is something that changes energy in such a way that it can do work. In the case of your pushing the car, the force your body exerts on the car is changing the energy in your body to energy in the moving car. When you move the car, you are doing work. To put it another way, a force transfers energy from one object to another. Work is the energy transferred by a force that is used to move the object.



**Talk Together** Now, talk together about the nature of force, work, and energy. What examples have you encountered during class?

**Life Skills** I can respect others.

## 2.1 | Share

### How do forces act on a starting and stopping object?



#### Activity 12

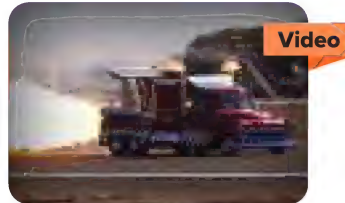
### Record Evidence Like a Scientist



Quick Code:  
egs4097

### Truck versus Airplane

Now that you have learned about the role of balanced and unbalanced forces in starting and stopping motion, **review** the text and **watch** the video Truck versus Airplane again. You first saw this in Wonder.



How can you describe forces now?

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How is your explanation different from before?

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**Look** at the Can You Explain? question. You first read this question at the beginning of the lesson.



#### Can You Explain?

How do forces act on a starting and stopping object?

**Life Skills** I can apply an idea in a new way.

Photo Credit: (a) imigolai-Photography / Shutterstock.com, (b) Nelson Hale / Shutterstock.com

Now, you will use your new ideas about forces to answer this question.  
To plan your scientific explanation, first **write** your claim.

My claim:

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Next, **review** your notes and answers from throughout the concept.  
**Identify** two pieces of evidence that support your claim:

Evidence 1

Evidence 2

Photo Credit: ingolai-Photography / Shutterstock.com

## 2.1 | Share

### How do forces act on a starting and stopping object?

Now, **write** your scientific explanation.

The forces acting on a truck with jet engines cause it to start and stop because...

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Photo Credit: inigolai-Photography / Shutterstock.com





### Activity 13

## Evaluate Like a Scientist



Quick Code:  
egs4099

### Review: Starting and Stopping

**Think** about what you have learned so far about starting and stopping. You explored how different forces cause objects to move. In the space below, **explain** how forces act upon objects to start and stop motion.

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**Talk Together** Think about the wheelchair that you saw in the What We Already Know activity. How are wheelchairs designed to both allow users to move and to keep them safe? Can you think of other vehicles that have similar features to a wheelchair?

Photo Credit: (a) inigolai-Photography / Shutterstock.com, (b) Icon made by Freepik from www.flaticon.com

CONCEPT

## 2.2

# Energy and Motion

### Student Objectives

By the end of this concept, I will be able to:

- ☐ Investigate the forms of energy in a system or for an object.
- ☐ Apply logical reasoning to predict the types of energy for an object.
- ☐ Cite evidence to explain how energy is conserved.

### Key Vocabulary

- ☐ chemical energy
- ☐ potential energy
- ☐ gravitational potential energy
- ☐ thermal energy
- ☐ kinetic energy



Quick Code:  
egs4101



### Activity 1

## Can You Explain?



Have you ever seen someone running down a hill? What about a sand surfer on a dune? Were they moving fast or slow? How do you think moving objects, like a sand surfer, get their energy?

How do moving objects get energy?



Quick Code:  
egs4102



## 2.2 | Wonder

How do moving objects get energy?



### Activity 2

## Ask Questions Like a Scientist



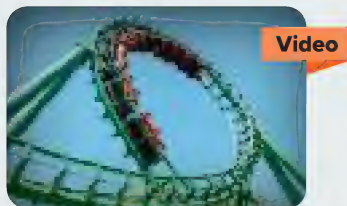
Quick Code:  
egs4103

### Roller Coasters

Objects are moving around us all the time. A moving object has energy. Where do you think this energy comes from? Let's investigate an example of an object that moves very fast: a roller coaster. **Read** the text and **watch** the video. **Think** about what is needed to make a roller coaster move.

Have you ever been on a roller coaster?


Imagine riding up a tall hill in a roller coaster car. You slowly creep up the first steep hill. You pause briefly at the top of the gigantic hill, holding your breath. Then the speed of the train you are riding will increase as it heads down the ramp.



So, where did the energy to go that fast come from? At the beginning of a roller coaster, electricity and motors are used to carry the car up to the top of the hill. But on the way down, the roller coaster car does not need electricity. The car actually stored up some energy just by traveling higher and higher. On the way down, this stored energy changed to a more active form of energy. In fact, as the roller coaster races down the hill, its energy increases the faster it goes.

Photo Credit: (a) Toa55 / Shutterstock.com, (b) canbedone / Shutterstock.com





What do you wonder about the energy needed to get the roller coaster moving? What happened to that energy as it moved? **Write** three questions you have about roller coasters and energy. **Share** your questions with a partner.

I wonder . . .

I wonder . . .

I wonder . . .

Photo Credit: Toa55 / Shutterstock.com

## 2.2 | Wonder

How do moving objects get energy?



### Activity 3

## Think Like a Scientist



Quick Code:  
egs4104

## Energy in the Classroom

Can you think of an example where energy is used? This word has different meanings.

In this investigation, you will explore the classroom in search of objects that use or contain different forms of energy.

### What Will You Do?

Explore your classroom. Locate different objects that use or contain energy. Record what you find in the table. If you do not think an object uses energy, leave that cell blank. If you do not think an object contains energy, leave that cell blank. Remember that objects may use or contain several different kinds of energy.

**Record** your notes in the table.

Object	How Does It Use Energy?	How Does It Contain Energy?

Photo Credit: Toas55 / Shutterstock.com



### Think About the Activity

Were you surprised at the number of objects you found that contained or used energy? Why?

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What were some forms of energy you observed?

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How did constructing a table help you understand forms of energy?

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**Life Skills** I can analyze a situation.

## 2.2 | Wonder

How do moving objects get energy?



### Activity 4

## Evaluate Like a Scientist



Quick Code:  
egs4105

## What Do You Already Know About Energy and Motion?

### Defining Energy

You have been thinking a lot about energy. Using what you already know, **write** your own definition of *energy*. Include an example to support your answer.

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### Moving Energy

**Observe** the pictures below and **think** about whether the ball has energy in each picture. **Circle** the images where you think the ball has energy.



Photo Credit: (a) Toas5 / Shutterstock.com, (b) PureImagination, (c) Melinda Nagy / Shutterstock.com, (d) Eplanet / Shutterstock.com, (e) Bullstar / Shutterstock.com

**Life Skills** I can share ideas I am not yet sure about.



## 2.2 | Learn

How do moving objects get energy?



### Activity 5

## Observe Like a Scientist

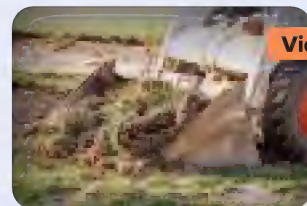


Quick Code:  
egs4107

### Energy Basics

Energy is part of everything that happens in the world and everything we do. What is energy and how do we know we are using energy? **Read** the text and **watch** the video. **Find** evidence to explain how energy and work are related.

Do you like to play outside, read a book, or draw? All these activities need energy. Energy is the ability to do work, or make things happen. Energy can be stored and changed into different forms. We cannot see energy, but we can see and measure what energy can do. Whenever you detect motion, heat, light, or sound, you can be sure energy is being used. Work occurs when a force causes an object to move. When you kick a ball, the force of your kick causes the ball to move in a different direction. Energy was needed to move your leg, which caused the ball to move.



**Talk Together** Now, talk together about the ways work and energy are related.

Photo Credit: (a) Toa55 / Shutterstock.com, (b) Andy Dean Photography / Shutterstock.com, (c) Icon made by Freepik from www.flaticon.com

## What Is Energy?



### Activity 6

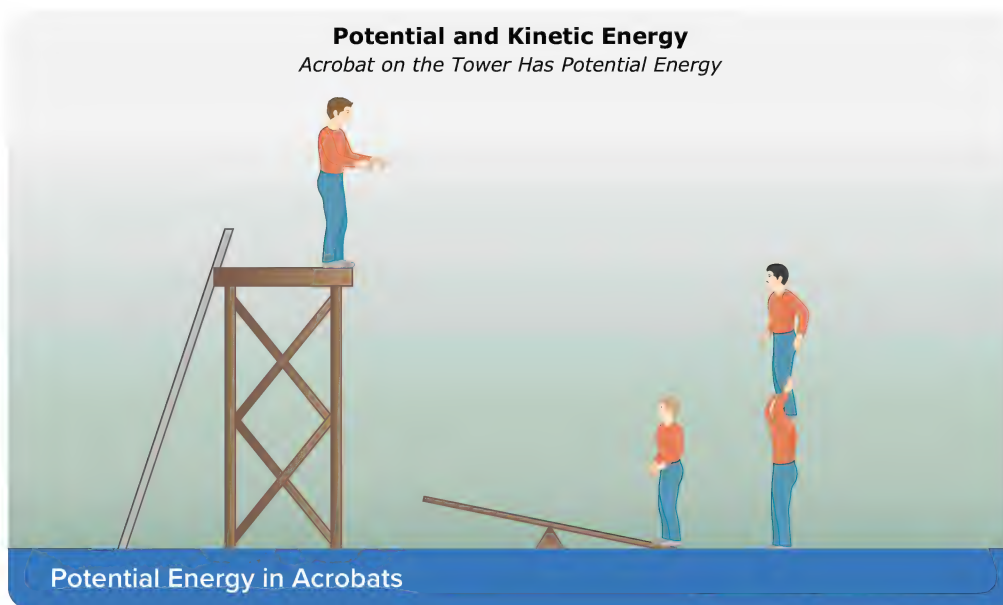
## Analyze Like a Scientist



Quick Code:  
egs4106

## Kinetic and Potential Energy

Have you ever dropped a book on your foot? One way that scientists talk about energy is to classify energy as kinetic or potential. Objects have **kinetic energy** if they are in motion. **Potential energy** is possible, or stored, energy. While you hold the book, it has potential energy. When you let go and it falls on your foot, the book is moving and has kinetic energy. **Look** at the image. **Think** about what would happen next. Then, **read** the text and **write** your answer to the question.



**Life Skills** I can identify problems.



## Kinetic and Potential Energy

Energy is the ability to do work. Energy makes things happen. If there were no energy on Earth, nothing would get done. There are two categories of energy: kinetic energy and potential energy. Kinetic energy is the energy of motion. The word *kinetic* means that something is moving. In other words, kinetic energy is the energy an object has because it is moving. Potential energy is stored energy or the energy of position. The word *potential* means that something is possible. In other words, potential energy means that an object is ready to do work or to be active.

What most likely happened next in the picture of the four acrobats?

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## What Are the Different Forms of Potential and Kinetic Energy?



### Activity 7

## Analyze Like a Scientist



Quick Code:  
egs4110

## Forms of Potential and Kinetic Energy

What happens when you turn on a light? Energy can be stored in many different forms. Energy can also change from one form to another form. **Read** the text that follows. Use what you learn to **answer** the questions.

## Forms of Potential and Kinetic Energy

Potential energy is energy that is stored in an object. You could say that an object with potential energy is not doing anything right now, but it has the “potential” to do work in the future. You have already learned about several types of potential energy.

For example, a ball at the top of a hill has a type of potential energy, called **gravitational potential energy**, because it could roll down the hill. Batteries have potential energy in the form of stored **chemical energy** that is not used until the battery is connected to something.



Spring



A compressed spring has potential energy that could suddenly be released if you are not careful.

Kinetic energy is the movement of something. When you ride in a car, the car's motion is kinetic energy. Sometimes it is not so obvious that something is moving. Kinetic energy also exists in:

- Sound or light waves moving through the air
- Movement of electricity through a wire
- Vibrations of particles in a substance as it heats up

This means that sound, electrical energy, and **thermal energy** are all types of kinetic energy.

Energy is transformed easily from one form into another. For example, a child at the top of a playground slide has potential energy. As the child moves down the slide, the potential energy is changed into kinetic energy. A car has potential energy when parked on a ramp and kinetic energy when it is moving down a ramp.

The following table contains examples of potential energy and kinetic energy.

Potential Energy	Kinetic Energy
<ul style="list-style-type: none"><li>• Chemical</li><li>• Gravitational</li></ul>	<ul style="list-style-type: none"><li>• Solar</li><li>• Thermal</li><li>• Electrical</li><li>• Light</li><li>• Sound</li></ul>

### Forms of Potential and Kinetic Energy, *continued*

Anything can have potential energy. How much potential energy an object has depends on a few things, including how massive the object is and how high up it is.

Can you think of a time when energy was changed from one form to another? A fan uses electrical energy that changes, or transforms, into kinetic energy when the blades of the fan move.

A roller coaster gains potential energy in the cars as it drags them up the first hill. What form of potential energy is it creating?

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When the roller coaster goes down the hill, what form of energy is the potential energy converted into?

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If an egg drops from your hand, what force pulls it to the ground? What kind of energy does the egg have as it falls? Where did the egg get the energy to fall?

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## Activity 8

# Observe Like a Scientist



Quick Code:  
egs4111

## Types of Energy

Let's explore more examples of potential energy, kinetic energy, and how energy can be transformed from one to the other. **Read** the text that follows and **identify** two examples of potential energy and how they change. Can you think of other everyday examples?

Energy is all around us and is constantly changing and transforming from one form to another. Energy can also be transferred. When you kick a ball, energy moves from your leg into the ball. No matter how it changes or moves, new energy cannot be created and existing energy cannot be destroyed.



All forms of energy are either potential or kinetic. Potential energy is energy waiting to happen. This is also called stored energy. Energy can be stored in many different forms. Kinetic energy is energy in motion. Potential energy can easily transform into kinetic and kinetic can transform into potential.

Have you ever used a flashlight that required batteries? There is chemical energy stored in a battery. This is one type of potential energy. When the flashlight is turned on, the potential energy is transformed into radiant energy (light) and thermal energy (heat). A gas oven turns the chemical energy stored in natural gas into thermal energy that cooks your food.

Photo Credit: (a) mariva2017 / Shutterstock.com, (b) Steve Shoup / Shutterstock.com



## 2.2 | Learn

How do moving objects get energy?

The food you eat also stores another type of chemical energy. Your digestive system breaks down the food you eat into energy it can store.

If you have ever used a spring-powered car, you might have noticed that its spring wire stores kinetic energy. When you let go, the spring wire unwinds and transforms into kinetic energy to make the car move. A real car transforms chemical energy into mechanical, sound, and thermal energy that are all kinetic as it drives down the road. The engine is where this transformation takes place, but can you guess what the source of the potential energy is in this example?



**Talk Together** In pairs, discuss two examples of potential energy being converted into kinetic energy from the passage. Identify the types of energy involved. Then, share a new example of this transformation from your daily life.



Optional Digital Activity 9

**Observe Like a Scientist**

**Forms of Energy**

Go online to complete this activity.



Quick Code:  
egs4114

Photo Credit: (a) Pixabay, (b) Icon made by Freepik from www.flaticon.com





## Activity 10

# Analyze Like a Scientist



Quick Code:  
egs4113

## Energy Transformation in Engines

You have learned a lot about energy so far. You now know that energy exists in different forms and that energy is constantly changing. Use what you know about potential (stored) energy and kinetic (motion) energy. **Read** the text that follows and **look** for examples of these two types of energy. **Underline** or highlight examples of potential energy and **circle** examples of kinetic energy. Then, **answer** the questions based on your findings.

## Energy Transformation in Engines

You might know that cars and trucks need gasoline to run, but what is gasoline made of? How does it make a car move? Gasoline contains chemical energy, and a car's engine transforms that energy to power the car. Gasoline also powers trucks, boats, and many other large and small vehicles.

The energy in gasoline is called chemical potential energy. It is called potential energy because it has the potential to power many things. It is just like the food you eat that gives you energy for your day. The moving car has mechanical kinetic energy. You may have noticed that when a car engine runs, it makes noise and gives off heat. This means that some of the potential energy is being transformed into sound and thermal energy.



Car Engine

The background of the page is a photograph of a car engine, showing various mechanical parts like the alternator, belts, and hoses. The image is slightly blurred, focusing attention on the text boxes.

### Energy Transformation in Engines, *continued*

The image shows the engine inside a car or bus, which is called an internal combustion engine. An internal combustion engine can safely burn gasoline inside it. The energy is changed from potential energy into kinetic energy, which is motion energy. Kinetic energy is what causes the car or bus to move. One important thing to remember about energy is that it cannot be created or destroyed. Energy can only change. Potential energy can change into kinetic energy.

What does the internal combustion engine change the potential energy of gasoline into?

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How does this compare to your body when you eat food?

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## Activity 11

# Evaluate Like a Scientist



Quick Code:  
egs4116

## Easy Life Tool

You have learned a lot about different forms of energy and how they can transform from one form into another. Now it is your turn to consider how this knowledge could help you design a simple machine. **Think** about the different forms of potential energy that make objects move. **Write** a list of tasks that would be easier to do with a tool. **Choose** one task and **design** a tool that would make this job easier to do, with less work for you. **Draw** your tool in action. **Use** arrows to show how the energy flows.

Photo Credit: Pixabay

**Life Skills** I can decide on a solution to use.



## 2.2 | Share

How do moving objects get energy?



### Activity 12

## Record Evidence Like a Scientist



Quick Code:  
egs4117

### Roller Coasters

Now that you have learned about energy and motion, **look** again at the video on roller coasters. You first saw this in Wonder.



How can you describe the motion of a roller coaster now?

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How is your explanation different from before?

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Photo Credit: (a) Toa55 / Shutterstock.com, (b) canbedone / Shutterstock.com



**Look** at the Can You Explain? question. You first read this question at the beginning of the lesson.



## Can You Explain?

How do moving objects get energy?

Now, you will use your new ideas about energy and motion to write a scientific explanation that answers the Can You Explain? question. To plan your scientific explanation, first **write** your claim:

My claim:

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Photo Credit: Toa55 / Shutterstock.com

## 2.2 | Share

How do moving objects get energy?

Next, **identify** two pieces of evidence that support your claim. **Record** your evidence in the first column. Finally, **explain** your reasoning. Reasoning ties together the claim and the evidence. Reasoning shows how or why the data count as evidence to support the claim.

Evidence	Reasoning That Supports Claim

Photo Credit: Toa55 / Shutterstock.com



A moving object is an example of energy transformation because . . .

Photo Credit: Toa55 / Shutterstock.com

# STEM in Action



## Activity 13

### Analyze Like a Scientist



Quick Code:  
egs4118

## Kinetic Energy and Potential Energy in Winter Sports

Figure skating is a popular winter sport in many countries. The best figure skaters from around the world compete in the Winter Olympics. Have you ever seen ice skaters performing? As you read, think about the types of energy and the transformations that occur while someone is ice skating.

**Read** the text about Olympic figure skating. **Think** about how kinetic energy and potential energy are used during ice skating. Then, **complete** the activities that follow.

## Kinetic Energy and Potential Energy in Winter Sports

Do you enjoy watching winter sports, such as the Olympic sport of ice-skating?



Olympic Skater

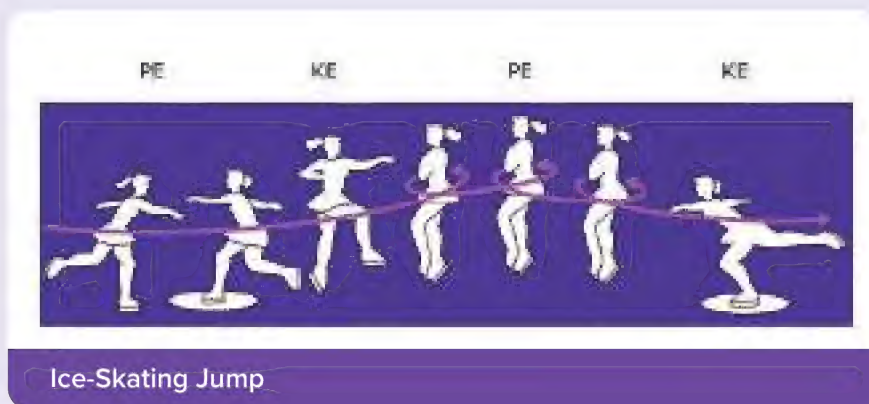


Ice-skaters can do amazing things. While watching an Olympic skating program you might see an ice skater do a jump and land on one skate.

Would you like to learn to figure skate like Olympic skaters?

Even if you don't have access to an ice rink or ice-skating lessons, you can learn a lot about ice-skating by watching videos of Olympic athletes online. Ice-skaters not only learn the skills of skating and jumping, but they also learn how to be strong and confident. They discover what foods to eat to provide energy for skating and life.

Let's think about when a skater begins to skate. The potential energy in her body changes into kinetic energy. The kinetic energy and her strong leg muscles help her jump high into the air.



She is working very hard. A lot of energy is being used as well. At the top of the jump, her energy changes again. Because she is up in the air, she has potential energy. You can think of this like a basketball at the top of its arc. Gravity pulls her back down to the ice, turning her potential energy back to kinetic energy.

When does the skater have the least kinetic energy? When does the skater have the most kinetic energy?

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### More Potential Energy or More Kinetic Energy?

Now consider energy in some other popular activities where snowy winters are common. **Look** at the different pictures and **think** about energy use. Talk about the different types of energy you observe.

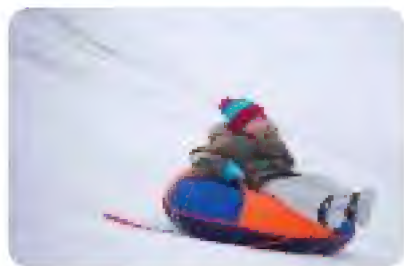


Photo Credit: (a) Leonard Zhukovsky / Shutterstock.com, (b) anatoliy\_glen / Shutterstock.com



## Activity 14

# Evaluate Like a Scientist



Quick Code:  
egs4119

## Review: Energy and Motion

**Think** about what you have learned so far about energy and motion. Energy is found in many different forms around us. In order for an object to be put into motion, some form of energy must get things started. In the space below, first **explain** the different forms and types of energy that you studied. Then, **explain** how energy is related to motion.

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**Talk Together** Consider what you know about energy and motion. How does your new knowledge help you consider how to design a safety feature in a car?

Photo Credit: (a) Leonard Zhukovsky / Shutterstock.com, (b) Icon made by Freepik from www.flaticon.com



CONCEPT

2.3

# Speed

## Student Objectives

By the end of this concept, I will be able to:

- ☐ Calculate the speed of objects using standard units of measurement.
- ☐ Describe how an object's change in position occurs at different rates.
- ☐ Model data to show patterns in the speed of objects and use these patterns to predict future motion.
- ☐ Cite evidence to explain how speed is related to the amount of kinetic energy of an object.
- ☐ Explain why an object's speed can change.

## Key Vocabulary

- ☐ resistance
- ☐ speed



Quick Code:  
egs4121





## Activity 1

### Can You Explain?



You now know a lot about motion and energy. Think about the energy it takes to move at high speeds. If you want to travel from Ain Sokhna to El Alamein quickly, you may soon be able to travel on Egypt's first high-speed train.

How can you measure the speed of something moving fast?

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Quick Code:  
egs4122

**Life Skills**

**I can share ideas I am  
not yet sure about.**

## 2.3 | Wonder

How can you measure the speed of something moving fast?



### Activity 2

## Ask Questions Like a Scientist



Quick Code:  
egs4123

### Cheetah Speed

We know that cars, trains, and other vehicles can move very fast, but what about animals? You may have heard that a cheetah is the fastest cat on the planet. What are some characteristics of a cheetah that help it move so quickly? **Read** the text and **watch** the video. **Think** of questions you have about **speed**.

Cheetahs run faster than humans. A cheetah can run 100 meters in 6.4 seconds. They are the fastest land animal. Cheetahs can go from zero to 96.5 kilometers per hour (kph) in three seconds and three strides. A fast car can go from zero to 96.5 kph in more than four seconds. A high speed train takes 37 seconds to reach 96.5 kph. So, how is it possible for a cheetah to go so fast?



Video

Speed is how the cheetah survives as a predator. That speed is the result of some very special physical characteristics. Cheetahs run with their claws out to better push off the ground. Their head is low to the shoulder, which cuts down air **resistance**. Large openings in a cheetah's nose help it breathe a lot of air, and it has a large, oversized powerful heart. The cheetah's spine is flexible and acts like a spring for its leg muscles. Finally, the cheetah's body is lightweight, weighing in at 41–45 kg on average for males.

Photo Credit: (a) Kwadrat / Shutterstock.com, (b) JonathanC Photography / Shutterstock.com

Are cheetah's paws bigger or smaller than other cats? **Write** three questions you have in the chart below.

I wonder . . .

I wonder . . .

I wonder . . .

Photo Credit: Kwadrat / Shutterstock.com

## 2.3 | Wonder

How can you measure the speed of something moving fast?



### Activity 3

## Observe Like a Scientist

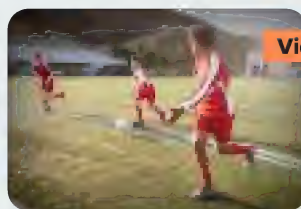


Quick Code:  
egs4124

## Objects Move at Different Speeds

Have you ever played soccer and knew a teammate was passing to you, but you had to run faster to catch up to the ball? What does it mean to go faster? **Read** the text and **watch** the video. **Discuss** the relationship of time, distance, and speed.

Using a timer or stopwatch to keep track of your time, you could walk up and down a soccer field in about four minutes. If you ran, you could go back and forth between the goals several times in four minutes. The fastest runners in the world can run about 15 soccer fields, or about one and a half kilometers, in four minutes. Horses are even faster. They can run up and down 15 soccer fields in four minutes. A car on the highway can go twice as fast as the horses. To go even farther in four minutes, catch a ride on a rocket. Rockets go really fast after they blast off.



Video

As you think about time and distance, what do you notice about the speed of each object? A runner, horse, car, or rocket might all travel for the same amount of time but go different distances. How do you know which is the fastest?



**Talk Together** Now, talk together about how you might determine how fast something is moving.

Photo Credit: (a) Vmicius Bacanin / Shutterstock.com, (b) Monkey Business Images / Shutterstock.com, (c) Icon made by Freepik from www.flaticon.com



## 2.3 | Learn

How can you measure the speed of something moving fast?

### What Is Speed?



#### Activity 4

### Analyze Like a Scientist



Quick Code:  
egs4127

### Basics of Speed

Think of a time when you were moving very quickly. Maybe you were riding in a car on the highway. Have you ever been stuck in a traffic jam? If you have, you remember that your car was moving very slowly. Objects move at different speeds around us all the time. **Read** the text and **look** at the image to learn more about speed. Then, **write** and **draw** your definition of speed.

### Basics of Speed

Speed is a measurement of how fast something is moving. Speed measures the distance that an object travels over time. The speed of an object is the same no matter which direction it moves. If you move 5 meters backward every second or 5 meters forward, your speed is still 5 meters per second. Speed is displayed in units of distance over time. Therefore, to calculate an object's speed, divide the distance it travels by the time it takes to travel there. Some common units of speed are meters per second (m/sec) and kilometers per hour (km/hr or kph).



Traffic Sign

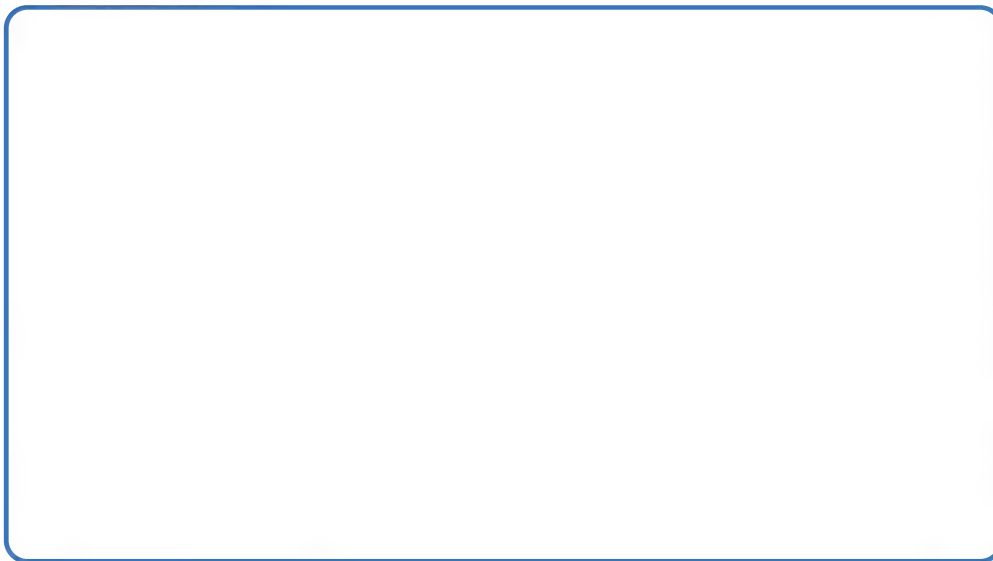
### Basics of Speed, *continued*

To compare the speed of one object to the speed of a second object, measure the distance both objects travel in a given period of time. The object that travels the greater distance in the same amount of time is moving at a greater speed. If one runner travels 6 kilometers in 1 hour and a second runner travels 9 kilometers in 1 hour, the second runner is moving at a greater speed.

Another way to compare speed is to see which object moves a given distance in the smaller amount of time. Imagine two cars racing 1,000 meters. The car that finishes in less time is faster. It has the greater speed.

Speed is defined as distance per unit of time. We often see speed in units of kilometers per hour. Consider a car that travels 90 kilometers per hour. This car is faster than a car that travels 60 kilometers per hour.

Speed is . . .





## Activity 5

# Observe Like a Scientist



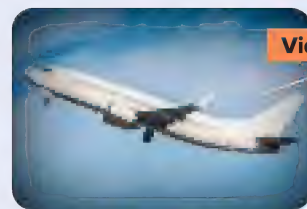
Quick Code:  
egs4128

## Measuring an Object's Motion

How far is your house from your school? How long does it take you to get there? If you know the answers to these two questions, you can find out the speed at which you travel. **Read** the text that follows and **watch** the video to find out how to calculate and describe speed. **Underline** the sentence that explains which two pieces of information you need to know to calculate speed. **Circle** one example of the units of measurement used to describe speed.

Photo Credit: Vinicius Bacarin / Shutterstock.com, (b) Thierry Weber / Shutterstock.com

Have you ever been on a trip? Was it close to home or far away? How far two places are from one another is the distance between them. If you traveled far away, it may have taken a long time to get there. How long it takes to travel a distance depends on how fast you are moving. If you walk somewhere, it will take you longer to get there than if you travel on a faster moving bicycle. Something that moves as quickly as an airplane or high-speed train can cover a long distance in a short period of time.



Video

Speed is the measurement of how fast something is moving. Faster moving things have higher speeds, and slower moving things have lower speeds. You can find the speed that something is moving by doing some simple math.

**Life Skills** I can use information to solve a problem.



## 2.3 | Learn

How can you measure the speed of something moving fast?

First, you must know the distance traveled. Then, you need to know how long it took to get there. To find the speed, you divide the distance by the time. If your school is 3 kilometers away and it took you 1 hour to walk there, your rate of speed would be 3 kilometers per hour, or 3 km/h. If a bus traveled 600 kilometers in 6 hours, the average rate of speed would be 100 km/h.



**Talk Together** What did you learn about speed?  
Talk together about a time you heard someone name an object's speed.

Photo Credit: (a) Kwadrat / Shutterstock.com, (b) Icon made by Freepik from www.flaticon.com





## Activity 6

# Investigate Like a Scientist



Quick Code:  
egs4131

## Hands-On Investigation: Measuring Speed

Have you ever rolled objects down a hill and noticed that different objects travel downhill at different speeds? In this investigation, you will **measure** the speed of various balls traveling down a ramp. Afterward, **describe** your results and **compare** your findings with other groups in the class.

### Make a Prediction

What will you need to know to determine the speed of the balls?

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#### Life Skills

I can think about how my team works together.

## 2.3 | Learn

How can you measure the speed of something moving fast?

### What materials do you need? (per group)

- 30-centimeter ramp
- 3 balls of varying size or type
- Meterstick or measuring tape
- Masking tape
- Books
- Stopwatch
- Balance (optional)



### What Will You Do?

1. Set up your ramp, and draw a simple sketch of your investigation.
2. Measure 1 meter from the end of your ramp and place a piece of masking tape on the floor as a finish line.
3. Roll the three different balls down the ramp, one at a time.
4. Start the stopwatch as you release the ball. Stop the stopwatch when the ball passes the finish line.
5. Record your results in the table that follows.

Type of Ball	Time (seconds)

### Think about the Activity

What pattern do you notice when you look at the results from all the groups together?

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How were your group's results different from other groups' results? Why do you think they were different?

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How could you change the ball's speed, other than changing the type of ball you roll down the ramp?

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## Activity 7

# Analyze Like a Scientist



Quick Code:  
egs4133

## Calculating Speed

You have learned a lot about speed, time, and distance. Now, let's use everything you know to calculate the speed of four friends riding bicycles (calculating speed:  $\text{speed} = \text{distance} / \text{time}$ ). **Read** the text. Then, in the space provided, complete your assigned problem with your group. Show your work and get ready to share your answer with the class. **Record** answers shared by the other groups.

## Calculating Speed

Let's use some time and distance data to calculate the speed of two different-colored cars. A yellow car moves 10 meters in 5 seconds. A green car moves 20 meters in 5 seconds. What are the speeds of the two cars? Which car is going faster? First, we will calculate the speed of the yellow car:

$10 \text{ m in } 5 \text{ sec} = 10 \text{ m divided by } 5 \text{ sec} = 2 \text{ m/sec, or } 2 \text{ meters per second}$

Next, we will calculate the speed of the green car:

$20 \text{ m in } 5 \text{ sec} = 20 \text{ m divided by } 5 \text{ sec} = 4 \text{ m/sec, or } 4 \text{ meters per second}$

So, every second, the yellow car travels 2 meters, and the green car travels 4 meters. The green car is faster. It is two times as fast as the yellow car.

Another way to think about this is to consider how far each car traveled in 5 seconds. The yellow car went 10 meters. The green car traveled 20 meters. The green car went twice as far, so it is moving faster.

### Life Skills

I can think about how my team works together.



**Problem 1**

Amir rides his bike 10 kilometers in 1 hour. How fast is he going?

**Problem 2**

Nour rides her bike 20 kilometers in 2 hours. How fast is she going?

**Problem 3**

Omar rides his bike 15 kilometers in 3 hours. How fast is he going?

**Problem 4**

Rashida rides her bike 30 kilometers in 2 hours. How fast is she going?

Which rider is the fastest? How do you know?

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**Your Speed Problem**

**Compose** an original problem involving speed. Then, switch problems with a partner and work to **solve** each other's original problems.

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## 2.3 | Learn

How can you measure the speed of something moving fast?

### What Is the Relationship between Speed and Kinetic Energy?



#### Activity 8

### Investigate Like a Scientist



Quick Code:  
egs4136

### Hands-On Investigation: Racing Downhill

Consider what you have learned about speed and energy so far. In your last investigation, you changed the size of the ball that you rolled down a ramp. In this investigation, you will use model trucks to measure the speed and kinetic energy of objects moving down a cardboard tube at various angles, or inclines. You will measure the distance a paper cup moves when your truck rolls down the tube at each angle and into the cup.

#### Make a Prediction

How do you think kinetic energy will change with the angle of the tube?

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How will the cup measure kinetic energy?

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**Life Skills** I can work to meet expectations.



### What materials do you need? (per group)

- Toy trucks
- Cardboard paper towel tube
- Paper cup, 360 mL
- Scissors
- Several books
- Metric ruler
- Removable sticky note flags
- Stopwatch



### What Will You Do?

1. With your partner, record the number of books used to set up your tube in the column Number of Books.
2. Roll your truck down the tube, use the stopwatch to keep time, and record how long the truck takes to travel to the end of the tube in the column Time to Travel.
3. Add a book to change the incline angle and repeat the steps. Add a second book and repeat the steps again.
4. Now, repeat each incline, but place a cup at the bottom of the tube.
5. Measure the distance the cup moves after each time the truck rolls into it.

Number of Books	Time to Travel	Distance the Cup Traveled

## 2.3 | Learn

How can you measure the speed of something moving fast?

### Think About the Activity

What happened to the speed of the truck when the incline increased?

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How did the results of the speed test compare to the results of the kinetic energy test?

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What conclusion can you draw about the relationship between speed and kinetic energy, based on this experiment?

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Photo Credit: Joshua Resnick / Shutterstock.com



## How are Speed and Energy Related?



### Activity 9

## Analyze Like a Scientist



Quick Code:  
egs4137

### Changing Speed

Imagine riding in a car through a town or city. The car speeds up, then slows down, then stops, then starts moving again. **Read** the text about changing speeds. As you read, **highlight** the key ideas and supporting details.

### Changing Speed

If you want an object to move faster, you must give it more kinetic energy. If you want it to go slower, you must reduce its kinetic energy. You have learned that forces make things move. When a force is used to push an object, the speed of the object depends upon the force used. The more force applied to an object, the faster it goes. The faster it goes, the more kinetic energy it has. Let's think about how this works in a car.

If a driver wants a car to go faster, she presses the gas pedal. This sends more gasoline into the engine. This allows the engine to convert more potential energy in the gas into kinetic energy in the engine. This kinetic energy provides the force that turns the wheels faster, and the car speeds up.

### Changing Speed, *continued*

What if the driver wants the car to slow down? If she takes her foot off the gas, the car will slow down and eventually roll to a stop because of friction between the tires and the road. If she presses the gas pedal less, the car will also slow down until the car reaches a slower speed.



Changing Speed



Optional Digital Activity 10

**Observe Like a Scientist**

**RC Racing Cars**

Go online to complete this activity.



Quick Code:  
egs4138



## Activity 11

# Evaluate Like a Scientist



Quick Code:  
egs4139

## Train Race

Use what you now know about speed to compare model trains in the scenario given. **Read** the text and then **answer** the question.

Ahmed loves model trains. He wants to get one that is faster than the one he has now. The train catalog gives the speed for a new train: it travels 4 meters every 8 seconds. Ahmed tested his old train on his 3-meter track so he could compare it to the new train in the catalog. His old train traveled 3 meters in 12 seconds.

Should Ahmed buy the new train? **Explain** your reasoning using calculations of speed from the data.

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Photo Credit: Joshua Resnick / Shutterstock.com

## 2.3 | Share

How can you measure the speed of something moving fast?



### Activity 12

## Record Evidence Like a Scientist



Quick Code:  
egs4140

### Cheetah Speed

Now that you have explored the concept of speed, return to the example of a cheetah. Cheetahs are the fastest land animal. What do we need to know in order to find out just how fast they run? **Read** the text and **watch** the video again. You first saw this in Wonder. **Discuss** your answers to the Talk Together question with a partner.



How can you describe cheetah speed now?

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How is your explanation different from before?

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**Look** at the Can You Explain? question. You first read this question at the beginning of the lesson.



### Can You Explain?

How can you measure the speed of something moving fast?

Photo Credit: (a) Kwadrat / Shutterstock.com, (b) JonathanC Photography / Shutterstock.com



Use your new ideas about speed to answer the Can You Explain? question. To plan your scientific explanation, first **write** your claim. Your claim is a one-sentence answer to the question you investigated. It answers, What can you conclude? It should not start with *yes* or *no*.

My claim:

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Then, **record** your evidence. Next, **consider** and **explain** how your evidence supports your claim.

Evidence	Reasoning That Supports Claim

Photo Credit: Kwadrat / Shutterstock.com

## How can you measure the speed of something moving fast?

Now, **write** your scientific explanation.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Photo Credit: ermess / Shutterstock.com

# STEM in Action



Quick Code:  
egs4141



## Activity 13

## Analyze Like a Scientist

### Solar Vehicles

Now that you have been thinking about speed and motion, have you ever thought about designing a car? Mechanical engineers help design cars and think about how to use energy in creative ways. **Read** the text to learn more about solar powered vehicles. **Think** about whether you would like to become a mechanical engineer one day.

### Solar Vehicles

Most cars run on gasoline. The use of fuel and the exhaust it produces contribute to climate change. More and more vehicles are running on electricity. Electric vehicles have batteries that must be charged. Can you imagine a car that never has to stop for gas or a charge?

Mechanical engineers are designing vehicles that run on nothing but the sun. There are, of course, some difficulties. At this time, the amount of energy we can capture from the sun is not as great as the amount of energy we get from gasoline or an electric battery. How can mechanical engineers make solar vehicles drive as quickly as conventional vehicles? Among other things, they reduce the weight of the vehicle, and make other efficient changes.



Solar Cells

Pros of Using This Car	Cons of Using This Car



## Solar Vehicle

The solar vehicle is so lightweight that most instruments are excluded. Without a speedometer, how can we know the speed of the solar vehicle? In the following activity, you will design a way to calculate the solar vehicle's speed.

The fastest solar vehicle can go slightly more than 88 kilometers per hour. Calculating that speed can be challenging because most of the solar vehicle races take place in remote locations, and in most cases, the solar vehicles do not have speedometers. Imagine that you have been given the task of calculating the speed of the solar vehicle. How would you do it?



Solar Powered Cars

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## 2.3 | Share

How can you measure the speed of something moving fast?



### Activity 14

## Evaluate Like a Scientist



Quick Code:  
egs4142

### Review: Speed

**Think** about what you have learned so far in this concept. What is the relationship between energy, motion, and speed? As you review this concept, use the space provided to **summarize** your learning. **Explain** how speed and kinetic energy are related and measured. If you have additional questions about speed, **write** them in the space provided and **share** these with your teacher and classmates.

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**Talk Together** How does your new understanding of speed help you better understand car crashes? Talk to your partner about how you can use your knowledge of energy, motion, and speed to improve the safety features of passenger vehicles.

Photo Credit: (a) Kwadrat / Shutterstock.com, (b) Icon made by Freepik from www.flaticon.com



CONCEPT

## 2.4

# Energy and Collisions

### Student Objectives

By the end of this concept, I will be able to:

- ☐ Analyze and interpret data to describe how the speed and mass of objects relate to changes observed in a collision.
- ☐ Construct an explanation based on evidence and logical reasoning to describe energy transfer in a collision.
- ☐ Apply mathematical thinking to organize data to represent patterns related to mass, speed, and the energy of objects.

### Key Vocabulary

- ☐ collision
- ☐ mass



Quick Code:  
egs4144





## Activity 1

# Can You Explain?



Have you ever seen a wrecking ball knocking down a building? A wrecking ball is usually a very heavy steel ball that swings on a cable. It helps construction workers knock down walls or parts of buildings. What other objects have you observed that collide or crash together?

What happens to objects when they collide with another object?

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Quick Code:  
egs4145

**Life Skills**

**I can share ideas I am  
not yet sure about.**



## 2.4 | Wonder What happens to objects when they collide with another object?



### Activity 2

## Ask Questions Like a Scientist



Quick Code:  
egs4146

### Collision

Have you ever hit a ball with a bat or a stick? Imagine you are watching a cricket match. Cricket might be an unfamiliar sport to you. It is a popular game all over the world. In cricket, a player uses a wooden bat to hit a ball. The cricket player stands with a bat and moves it as the ball approaches at high speed. The bat makes contact with the ball.



### Discuss with Your Class

Imagine that you are watching a player hit a ball with a bat. What happens to the energy from the moving bat to the moving ball? What do your senses observe? What would the player feel? What do you hear? What do you see?

After your discussion, **record** your answers.

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**Life Skills** I can analyze a situation.

## 2.4 | Wonder

What happens to objects when they collide with another object?



### Activity 3

## Observe Like a Scientist



Quick Code:  
egs4147

### Watching Objects Collide

Have you ever made toy cars crash into each other? Think about happened when they crashed. What safety equipment keeps us safe in our cars? **Read** the text and **watch** the video, if available. **Write** three questions you have, and **share** them with the class.


What happens to your body when you ride in a car and the car stops suddenly? Your body continues to move forward. Objects that are in motion stay in motion until something stops them. When the car stops suddenly, what keeps you in your place? Seatbelts are used in cars to keep your body from moving forward. Seatbelts have saved thousands of lives.



Video

Airbags slow the speed of a person moving forward. An airbag is like a big pillow to land against during a crash. Airbags inflate automatically when sensors in the car detect a crash. The purpose of an airbag is to absorb the energy of the car's impact. Airbags are made of thin, nylon material folded into the steering wheel, seat, dashboard, or door. A sensor tells the airbag to inflate. The airbag fills with a gas to provide a soft cushion. An airbag has to deflate almost as fast as it inflates. Airbags have holes, or vents, to allow the bag to deflate so you can get out of the car.

**Life Skills** I can identify problems.



Every year, there are many accidents in which a train hits a car that may be stuck on the train tracks. Trains are much larger than cars. Trains can travel at a high speed. The higher the force when objects collide, the more dangerous it is. Could airbags on the front of a train help protect people in a car?

I wonder . . .

I wonder . . .

I wonder . . .

Photo Credit: KarapaStock / Shutterstock.com

## What Do We Observe When Objects Collide?



### Activity 4

## Analyze Like a Scientist



Quick Code:  
egs4149

## Energy and Collisions

Think of all the objects you bump into every day, such as walking into your friend in the hallway or hitting your toe on the leg of a chair. Ouch! Consider what happens to your body and the other person or object when these accidents happen. **Think** about what you already know about energy transfer. **Read** the text. Then, **complete** the activity.

## Energy and Collisions

When two things bump, or crash, into each other, we can say a **collision** has taken place. When this happens, an energy transfer occurs. Think about this: If you are running down the street without looking, and you run into a sign, what happens? The chances are you will stop moving, perhaps bounce off, and get hurt. The sign may wobble a bit and rattle. When you hit the sign, you would stop moving forward. What happened to your kinetic energy? What energy changes were taking place here? How would things be different if you were walking? What could have happened if you were running faster?

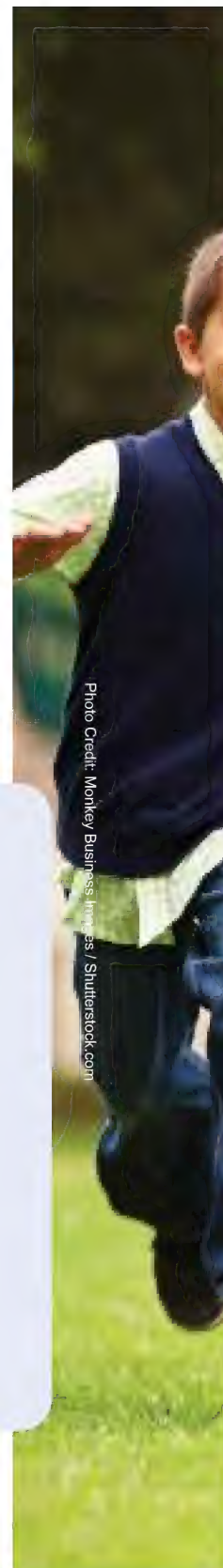


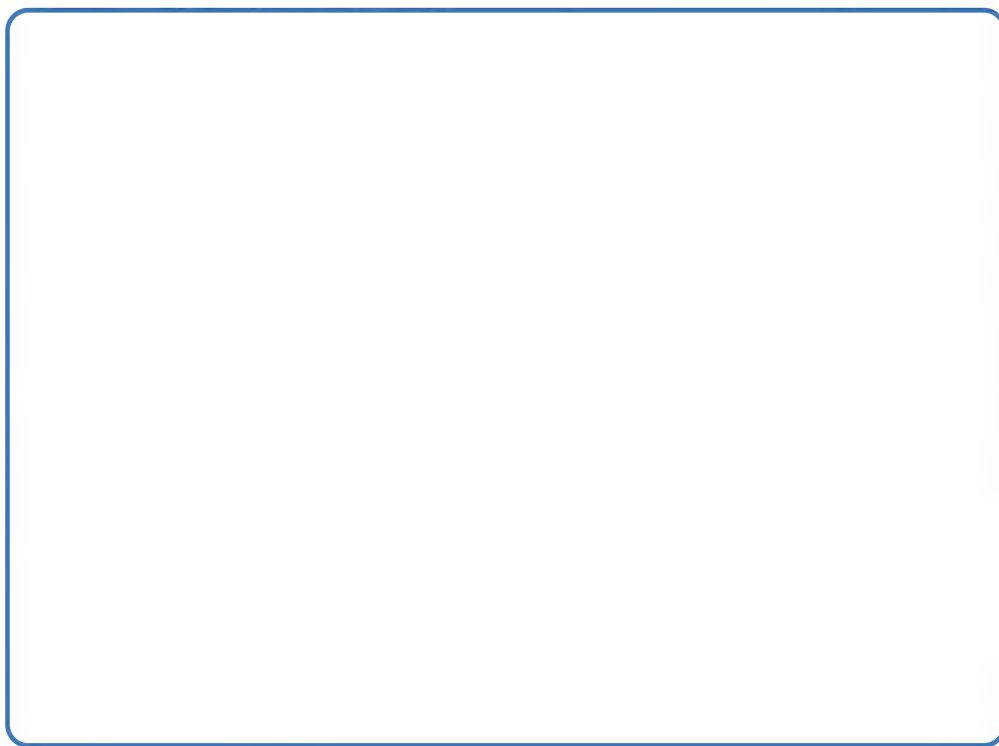
Photo Credit: Monkey Business Images / Shutterstock.com





Children Running

Now, **draw** a two-framed comic strip showing the before and after of a collision. Underneath, **write** a description of the changes in kinetic energy of the objects that collide.



## How Does the Speed of an Object Affect What Happens in a Collision?



### Activity 5

## Analyze Like a Scientist



Quick Code:  
egs4150

### The Effect of Speed on Collisions

Remember when you rolled toy cars down a ramp? You learned that the speed of the car affected how far the cup moved when the car crashed into it. As you read, **highlight** information in the text that supports the patterns you saw in your data from the investigation Racing Downhill.

### The Effect of Speed on Collisions

The amount of kinetic energy an object has depends upon its speed. The faster an object travels, the more energy it has. When a speeding object hits another object, it transfers some of its energy to it. The faster the object, the more energy it transfers. Some of this energy may be in the form of heat, light, or sound. Because of their extra energy, fast-moving objects can do much more damage than slow ones. When they hit an object, they exert more force. This force can smash a car fender or, in some cases, damage the car beyond repair.



Photo Credit: Rob Wilson / Shutterstock.com





Accident

If a car increases its speed, its kinetic energy increases. All this energy will result in a large force being exerted in an accident. This is one reason why driving fast is so hazardous. If two cars drive headlong into one another, then the forces exerted in the accident depend upon the combined speed of both cars. Damage would be much more severe. What do you think would happen if two cars traveling at different speeds in the same direction collided? How would the forces in this rear-end collision compare to those in a headlong collision?

## 2.4 | Learn

What happens to objects when they collide with another object?



### Activity 6

## Investigate Like a Scientist



Quick Code:  
egs4151

### Hands-On Investigation: Speed and Collisions

Now that you have reviewed your data from Racing Downhill, you know that objects traveling at a faster rate of speed have more kinetic energy. Now let's look a little closer at how force can affect both speed and kinetic energy. In this investigation, you will use a clay ball and a cardboard platform to investigate the speed and kinetic energy of objects.

#### Make a Prediction

How do you think the amount of force will affect the kinetic energy of an object?

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How are speed and kinetic energy related?

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**Life Skills** I can think about how my team works together.





## What materials do you need? (per group)

- Modeling clay or flour mixture
- Piece of cardboard
- Meterstick



## What Will You Do?

1. Roll a ball of clay in your hands, smoothing the sides of it. Sketch the ball of clay.
2. Use the cardboard to create a landing platform, attached to a hard surface on the ground. Position the clay ball 1 meter above the platform and lightly open your fingers to drop, not throw, the ball of clay onto the platform.
3. Sketch the dropped ball of clay in the table.
4. Smooth the clay ball over and repeat the experiment, this time putting force behind the clay ball and throwing it at the platform from 1 meter above. Sketch the result.
5. Repeat one more time and throw the clay ball a bit harder at the platform. Sketch the result.

Amount of Force Used	Sketch of Clay
Dropped	
Thrown Lightly	
Thrown Hard	

## 2.4 | Learn

What happens to objects when they collide with another object?

### Think About the Activity

What can you conclude about the relationship between speed and kinetic energy based on this experiment?

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How do the results from this experiment compare with the results from the tests you did in Racing Downhill? How are they different?

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What does the damage to the clay tell you about what happens to vehicles in a real-world collision?

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## Activity 7

# Analyze Like a Scientist



Quick Code:  
egs4154

## The Effect of Mass on Collisions

The amount of **mass** in the objects involved in a collision can also make a big difference in the outcome of the crash. **Look** at the image of the trucks. **Think** about which vehicle would probably cause more damage in a collision. **Read** the text, and then **choose** two conversation starters to help you **discuss** your ideas with classmates.

## The Effect of Mass on Collisions

Why do big trucks need bigger engines than cars? The difference has to do with the mass of each vehicle. A large truck has a much greater mass than a car. As each vehicle moves faster, the energy from the fuel its engine uses is converted into kinetic energy.



Comparing Trucks

The bigger the mass of the vehicle, the more fuel it consumes, and the more kinetic energy it gains. A large truck traveling at the same speed as a car has more kinetic energy. If the mass of an object doubles, its kinetic energy at a certain speed also doubles. So, a 1-ton truck has half the kinetic energy of a 2-ton truck traveling at the same speed.



### The Effect of Mass on Collisions, *continued*

This is why a large-mass vehicle causes more damage when it hits something than a small-mass vehicle traveling at the same speed. If a pedestrian hit by a bicycle with a speed of 50 kilometers per hour, he will most likely survive, and if a car hits him at that speed, it may endanger his life.

Now, **choose** two of the conversation starters from the chart.  
**Discuss** what you have read.

Question	Clarify	Connect
I don't get this part . . .	Let me explain . . .	This reminds me of . . .
What if . . .	No, I think it means . . .	The differences are . . .
Predict	Comment	Explain
I wonder if . . .	This is confusing because . . .	The basic idea is . . .
I think that . . .	This is hard because . . .	My understanding is . . .



## Optional Extension Investigation



### Activity 8

## Investigate Like a Scientist



Quick Code:  
egs4153

### Hands-On Investigation: Mass in Collisions

You have learned different ways to think about and describe motion. You have investigated speed, explored force, and measured energy. In this investigation, you will first measure the speed of toy cars with different masses moving down inclines. Then, you will measure the distance a paper cup moves when heavy and light objects collide with it.

### Make a Prediction

How are mass and speed related?

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How are mass and kinetic energy related?

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**Life Skills** I can think about how my team works together.

## 2.4 | Learn

What happens to objects when they collide with another object?

### What materials do you need? (per group)

#### Part 1

- Toy car
- Scale or balance
- Metal washers, paper clips, coins, paper
- Books, 2
- Cardboard (for making a ramp)
- Tape
- Stopwatch
- Meterstick

#### Part 2

- 1-meter string
- Paper cup or milk carton
- Toy car or light and heavy objects found in the classroom
- Ruler



### What Will You Do?

#### Part 1: How Does Mass Affect Speed?

1. Tape washers or other weights to two of the three cars, adding different amounts of weight to each.
2. Place one end of the cardboard ramp on two stacked textbooks.
3. Mark a finish line with a piece of tape.
4. Weigh each toy car and record its mass in the table below.
5. Release the cars from the top of the ramp, one by one, and record how long it takes them to cross the finish line. Test each car three times.

#### Part 2: Measuring Kinetic Energy

1. Tie one end of the string to a pencil. Attach the lightest toy car to the other end.
2. Place a paper cup on the floor in the path the car will swing. Mark the cup's starting location on the floor with a piece of tape.

3. Hold the car straight out so that the cup is in the swinging path when you let go.
4. Release the car and let it collide with the cup.
5. Mark where the cup moved to with a piece of tape and measure how far this is from the starting position.
6. Repeat with heavier cars.
7. Record your results.

**Data for How Mass Affects Speed**

Car	Mass	Trial	Speed
1		1	
1		2	
1		3	
2		1	
2		2	
2		3	
3		1	
3		2	
3		3	

**Data for Measuring Kinetic Energy**

Cars (lightest to heaviest)	How many centimeters did the cup move?
1	
2	
3	

## 2.4 | Learn

What happens to objects when they collide with another object?

### Think About the Activity

What happened to the speed of the toy car when its mass increased?

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How did the results of the speed test compare to the results of the kinetic energy test?

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How do the results from this experiment compare to the results from the tests you did in Racing Downhill and Speed and Collisions? How are they different?

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What do you think would happen if you used a toy car with greater mass than in your previous experiments?

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What do your results tell you about vehicle collisions in the real world?

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## Does Energy Disappear in a Collision?



### Activity 9

## Analyze Like a Scientist



Quick Code:  
egs4155

### Energy Conversions during a Collision

You already know that when two objects collide there is a transfer of energy. When you play a game with marbles, kinetic energy is transferred from your arm to the marble. Then, there is a transfer of energy from your marble to the ones you hit to knock out of the triangle. Click! That sound you hear when the marbles collide is energy, too. Where did this sound energy come from? **Read** the text about Newton's cradle. As you read, **highlight** all the forms of energy to which kinetic energy is transformed. **Watch** the video for a demonstration.

### Energy Conversions during a Collision

From what you have observed, you know that when objects collide, energy changes and transfers take place. The amount of energy depends on the kinetic energy of the objects and the direction in which they are traveling. Their kinetic energy is determined by both their speed and their mass. What happens to all this kinetic energy when objects collide?



### Energy Conversions during a Collision, *continued*

None of the energy disappears. In a collision, energy in equals energy out. Energy is conserved in a collision. We can model collisions using a simple device called a Newton's cradle. In a Newton's cradle, most of the energy is transferred to other balls, which is why the same number of balls move on one side of the cradle as on the other.

You can hear that some energy is lost as sound. Some is lost as friction between the string and other parts, as the balls move. The balls lose a little energy as they pass through the air. If you leave the cradle long enough, after lots of collisions, the moving balls lose their kinetic energy and stop.



**Talk Together** If a moving car hits a stop sign, not all the energy transfers to the stop sign. Where else does the energy go?

Photo Credit: (a) Fivakay, (b) Icon made by Freepik from www.flaticon.com

## 2.4 | Share What happens to objects when they collide with another object?



### Activity 10

## Record Evidence Like a Scientist



Quick Code:  
egs4158

### Collision

Now that you have learned about energy and collisions, look again at the image of a bat hitting a ball. You first saw this in Wonder.



How can you describe what happens when a bat hits a ball?

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How is your explanation different from before?

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**Look** at the Can You Explain? question. You first read this question at the beginning of the lesson.



### Can You Explain?

What happens to objects when they collide with another object?

**Life Skills** I can apply an idea in a new way.

## 2.4 | Share

### What happens to objects when they collide with another object?

Now, use your new ideas to answer the question. To plan your scientific explanation, first **write** your claim. Your claim is a one-sentence answer that explains what you can conclude. It should not start with a *yes* or *no*.

My claim:

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Next, **record** the evidence that supports your claim. Then, **explain** your reasoning. Reasoning ties together the claim and the evidence. Reasoning shows how or why the data count as evidence to support the claim.

Evidence	Reasoning That Supports Claim

Photo Credit: KarepaStock / Shutterstock.com



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Photo Credit: KarepaStock / Shutterstock.com

# STEM in Action



## Activity 11

## Analyze Like a Scientist



Quick Code:  
egs4159

### Crash Investigator

Do you like to solve puzzles? Are you good at looking for important details? If so, then you may be interested in a career as a crash investigator. **Read** the text. As you read, **highlight** the different measurements that a crash investigator needs to take.

### Crash Investigator

Crash investigators see a car crash as a puzzle. To solve the puzzle, they use scientific laws of motion. Scientists use evidence to explain that an object in motion continues in motion until something stops it.



Car Crash

Although the investigator may ask the drivers of the two cars who caused the accident, he gets a lot of information as a result of examining the two cars. He also finds out more using what he knows about force, energy and motion.

The investigator's first task is to measure things at the scene of the accident. He or she measures damage to the cars and where the cars ended up after the crash. Sometimes, he or she may not take measurements at the scene directly. Instead, photos and videos provide needed information of the crash scene. By looking at photos in detail, the investigator can learn about the crash without blocking the road. The cars are stored to allow the damage to be closely inspected.

Crash investigators need to know the force that acted on a vehicle and the mass of the vehicle. They measure the mass directly using a scale. To figure out the force, they use reference materials. These reference materials are measurements that the car manufacturers supply. Manufacturers crash cars under controlled conditions. They install devices that measure the forces directly. The damage to the vehicle changes with changing force. Crash investigators compare the cars from the crash to the data the manufacturers supply. This comparison helps them know how much force was involved in the crash.



## Crash Site Scenarios: Front to Side Impact and Head-On

**Read** the scenarios and **complete** the activities.

A crash investigator is investigating a crash site. She has drawn this diagram of the cars just before the collision. The red car drove through the intersection from a stop, while the blue car continued in a straight line. The blue car hit the red car.

**Draw** an arrow to show the direction the red car traveled after the collision. Assume the cars have about equal mass.



A crash investigator is investigating another crash site. She has drawn this diagram of the cars just before the collision. The red car is driving toward the intersection legally. The blue car is driving in the wrong lane. The cars are heading toward each other. The investigator's data show that the cars hit head-on.

**Draw** an arrow to show the direction the red car traveled after the collision. The blue car was speeding, while the red car was below the speed limit. Assume the cars have about equal mass.







## Activity 12

# Evaluate Like a Scientist



Quick Code:  
egs4160

## Review: Energy and Collisions

Think about what you have learned so far about collisions. What is the relationship between energy, motion, speed, and collisions? As you review this concept, use the space below to **summarize** your learning. **Explain** what happens when objects collide and how energy is transferred. If you have additional questions about speed, **write** them below and **share** these with your teacher and classmates.

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**Talk Together** You should now be able to apply your knowledge about energy, motion, speed, and collisions to the Unit Project. Think about how you can use your understanding of car crashes to improve the safety features inside a passenger vehicle.

Photo Credit: (a) Pixabay, (b) Icon made by Freepik from www.flaticon.com

# Unit Project



## Solve Problems Like a Scientist



Quick Code:  
egs4162

### Unit Project: Vehicle Safety

Car makers design vehicles for safety. But how do they know what happens to cars during different types of crashes? Is it possible to design cars that are safe in all types of crashes?



Photo Credit: (a) Volodymyr Baleha / Shutterstock.com, (b) Tharin Shilepachai / Shutterstock.com

Car Crash

**Life Skills** I can use information to solve a problem.

Common safety features on cars include seat belts, air bags, headrests, and ways to maintain safety. Carmakers are always looking for new ways to keep drivers and passengers safe. New technologies can help. Carmakers study the effects of crashes to design these new technologies. **Watch** the video and **complete** the activities that follow.

When you travel in a car and it suddenly stops, the forward force of the car's motion continues to act on the passengers. Maybe you have seen a video showing a car crash using a mannequin where it looks as if the person is flying forward. Most of the time, a seatbelt is used to hold the person in place so that they do not hit the steering wheel, dashboard or front windshield of the car. Sometimes, however, a seatbelt is not enough to protect the passengers. Airbags have been added to many cars in both the front of the vehicle as well as in the side doors to help protect people inside during a collision or a sudden stop. These airbags are folded up inside the framing of the car and are activated by a sudden change in direction or motion, or by the impact of a collision or crash. Airbags are designed to cushion the passengers so that they do not hit any of the hard objects inside the car or fly forward outside of the vehicle.

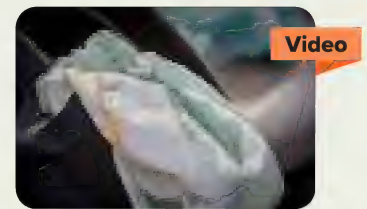


Photo Credit: (a) Volodymyr Baleha / Shutterstock.com, (b) Zigmair Stein / Shutterstock.com

# Unit Project

## Car Crash Safety

You have learned about airbags and how they keep people safe. Now, conduct research online about the latest safety features carmakers are using to protect drivers and passengers. Choose one new safety feature other than airbags introduced in the last 10 years and create a plan to improve this device.

You will be creating a report or presentation to share with your teacher and your class. Your report should describe how the impact of a collision will trigger the device to activate and which riders in the car would benefit from its protection. You should include your design, the methods you plan to use to test your device, and any modifications you would make to improve your device using technology or other innovations.

Include in your report the types of crashes the device best protects against, the direction of the forces involved in these crashes, and the ways the feature counteracts them. Also, discuss at least one way this safety feature could be improved.

## Notes

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# Primary 4 Resources

- **Safety in the Science Classroom**
- **Glossary**
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# Safety

## Safety in the Science Classroom

Following common safety practices is the first rule of any laboratory or field scientific investigation.

### Dress for Safety

One of the most important steps in conducting a safe investigation is dressing appropriately.

- Use gloves to protect your hands and safety goggles to protect your eyes when handling chemicals, liquids, or organisms.
- Wear proper clothing and clothing protection. Tie back long hair, roll up long sleeves, and if they are available, wear a lab coat or apron over your clothes. Always wear close-toed shoes. During field investigations, wear long pants and long sleeves.

### Be Prepared for Accidents

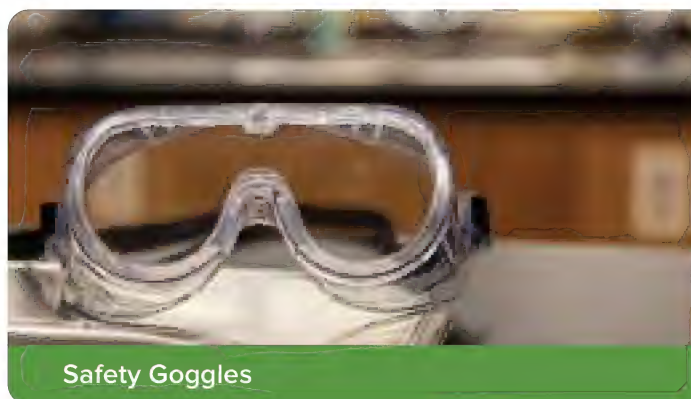
Even if you are practicing safe behavior during an investigation, accidents can happen. Learn the emergency equipment location if available and how to use it.

Most importantly, when an accident occurs, immediately alert your teacher and classmates. Do not try to keep the accident a secret or respond to it by yourself. Your teacher and classmates can help you.

## Practice Safe Behavior

There are many ways to stay safe during a scientific investigation. You should always use safe and appropriate behavior before, during, and after your investigation.

- Read all of the steps of the procedure before beginning your investigation. Make sure you understand all the steps. Ask your teacher for help if you do not understand any part of the procedure.
- Gather all your materials and keep your workstation neat and organized. Label any chemicals you are using.
- During the investigation, be sure to follow the steps of the procedure exactly. Use only directions and materials that have been approved by your teacher.
- Eating and drinking are not allowed during an investigation. If asked to observe the odor of a substance, do so using the correct procedure known as wafting, in which you cup your hand over the container holding the substance and gently wave enough air toward your face to make sense of the smell.
- When performing investigations, stay focused on the steps of the procedure and your behavior during the investigation. During investigations, there are many materials and equipment that can cause injuries.
- Treat animals and plants with respect during an investigation.
- After the investigation is over, appropriately dispose of or store any materials that you have used. Ask your teacher if you are unsure of how to dispose of anything.
- Make sure that you have returned any extra materials and pieces of equipment to the correct storage space.
- Leave your workstation clean and neat. Wash your hands thoroughly.



# Glossary

## A

### **adaptation**

a behavior or physical feature that has changed over time to help an organism survive in its environment (related word: adapt)

### **air**

the part of the atmosphere closest to Earth; the part of the atmosphere that organisms on Earth use for respiration

### **antenna**

a device that receives radio waves and television signals

### **Arctic**

being from an icy climate, such as the north pole

## B

### **behavior**

all of the actions and reactions of an animal or a person (related word: behave)

### **brain**

the main control center in an animal body; part of the central nervous system

## C

### **camouflage**

the coloring or patterns on an animal's body that allow it to blend in with its environment

### **canyons**

deep valleys carved by flowing water

### **chemical energy**

energy that can be changed into motion and heat

### **chemical weathering**

changes to rocks and minerals on Earth's surface that are caused by chemical reactions

### **code**

information transformed into another, representative, form (such as using dots and dashes to represent letters)



**collision**

the moment where two objects hit or make contact in a forceful way

**conserve**

to protect something, or prevent the wasteful overuse of a resource

**contour lines**

lines drawn on a map to show places of stable versus changing elevation—lines that are closer together represent steeper topography, while lines that are farther apart represent flatter areas

**convert (v)**

to change forms

———— **D** ————

**delta**

a fan-shaped mass of mud and other sediment that forms where a river enters a large body of water

**deposition**

laying sediment back down after erosion moves it around

**digestive system**

the body system that breaks down food into tiny pieces so that the body's cells can use it for energy

**digital**

a signal that is not continuous and is made up of tiny separate pieces

**dune**

a hill of sand created by the wind

———— **E** ————

**Earth**

the third planet from the sun; the planet on which we live (related words: earthly; earth – meaning soil or dirt)

## Glossary

**earthquake**

a sudden shaking of the ground caused by the movement of rock underground

**ecosystems**

all the living and nonliving things in an area that interact with each other

**electromagnetic spectrum**

the full range of frequencies of electromagnetic waves

**elevation**

the height of an area of land above sea level

**energy**

the ability to do work or cause change; the ability to move an object some distance

**energy source**

where a form of energy begins

**energy transfer**

the transfer of energy from one organism to another through a food chain or web; or the transfer of energy from one object to another, such as heat energy

**engineer**

Engineers have special skills. They design tools or technologies that help solve problems.

**erosion**

the removal of weathered rock material. After rocks have been broken down, the small particles are transported to other locations by wind, water, ice, and gravity.

**erupt**

the action of lava coming out of a hole or crack in Earth's surface; the sudden release of hot gasses or lava built up inside a volcano (related word: eruption)

**extinct**

describes a species of animals that once lived on Earth but which no longer exists (related word: extinction)

**F****feature**

things that describe what something looks like

**force**

a pull or push that is applied to an object

**forecast**

(v) to analyze weather data and make an educated guess about weather in the future;  
(n) a prediction about what the weather will be like in the future based on weather data

**fossil fuels**

fuels that come from very old life forms that decomposed over a long period of time, like coal, oil, and natural gas

**friction**

a force that slows down or stops motion

**fuels**

any materials that can be used for energy

**G****generate**

to produce by turning a form of energy into electricity

**geothermal**

heat found deep within Earth

**glacier**

a large sheet of ice or snow that moves slowly over Earth's surface

**gravitational potential energy**

energy stored in an object based on its height and mass

**gravity**

the force that pulls an object toward the center of Earth (related word: gravitational)

# Glossary

## H

### **heat**

the transfer of thermal energy

### **hibernate**

to reduce body movement during the winter in an effort to conserve energy (related word: hibernation)

### **hydroelectric energy**

electricity generated by moving water flowing over and spinning a turbine

## I

### **information**

facts or data about something; the arrangement or sequence of facts or data

## K

### **key**

a tool on a map used to explain symbols and provide scale

### **kinetic energy**

the energy an object has because of its motion

## L

### **landforms**

large natural structures on Earth's surface, such as mountains, plains, or valleys

### **lava**

molten rock that comes through holes or cracks in Earth's crust that may be a mixture of liquid and gas but will turn into solid rock once cooled

### **light**

a form of energy that moves in waves and particles and can be seen



## M

### **magma**

melted rock located beneath Earth's surface

### **magnetic field**

a region in space near a magnet or electric current in which magnetic forces can be detected

### **map**

a flat model of an area

### **mass**

the amount of matter in an object

### **matter**

material that has mass and takes up some amount of space

### **migration**

the movement of a group of organisms from one place to another, usually due to a change in seasons

### **minerals**

natural, nonliving solid crystal that makes up rocks

### **model**

a drawing, object, or idea that represents a real event, object, or process

### **motion**

when something moves from one place to another (related words: move, movement)

### **mountains**

areas of land that form a peak at a high elevation (related term: mountain range)

## N

### **nerve**

a cell of the nervous system that carries signals to the body from the brain, and from the body to the brain and/or spinal cord

## Glossary

### **nonrenewable**

once it is used, it cannot be made or reused again

### **nonrenewable resource**

a natural resource of which a finite amount exists, or one that cannot be replaced with currently available technologies



### **ocean**

a large body of salt water that covers most of Earth

### **opaque**

describes an object that light cannot travel through

### **organism**

any individual living thing



### **physical map**

a type of map which illustrates the physical features found in an area such as mountains and bodies of water

### **political map**

a type of map which illustrates the political boundaries within an area such as countries or cities

### **pollute**

to put harmful materials into the air, water, or soil (related words: pollution, pollutant)

### **pollution**

when harmful materials have been put into the air, water, or soil (related word: pollute)

### **potential energy**

the amount of energy that is stored in an object; energy that an object has because of its position relative to other objects

### **predator**

an animal that hunts and eats another animal

### **predict**

to guess what will happen in the future (related word: prediction)

**prey**

an animal that is hunted and eaten by another animal

**pupil**

the black circle at the center of an iris that controls how much light enters the eye

— **R** —

**radiation**

electromagnetic energy  
(related word: radiate)

**receptor**

nerves located in different parts of the body that are especially adapted to receive information from the environment

**reflect**

light bouncing off a surface  
(related word: reflection)

**reflex**

an automatic response

**remote (adj)**

to be operated from a distance

**renewable**

to reuse or make new again

**renewable resource**

a natural resource that can be replaced

**reproduce**

to make more of a species; to have offspring (related word: reproduction)

**resistance**

when materials do not let energy transfer through them

**respiratory system**

the system of the body that brings oxygen into the body and releases carbon dioxide

**rock cycle**

the process during which rocks are formed, change, wear down, and are formed again over long periods of time

# Glossary

## S

### **satellite**

a natural or artificial object that revolves around another object in space

### **sediment**

solid material, moved by wind and water, that settles on the surface of land or the bottom of a body of water

### **seismic**

having to do with earthquakes or earth vibrations

### **senses**

taste, touch, sight, smell, and hearing (related word: sensory)

### **soil**

the outer layer of Earth's crust in which plants can grow; made of bits of dead plant and animal material as well as bits of rocks and minerals

### **sound**

anything you can hear that travels by making vibrations in air, water, and solids

### **sound wave**

a sound vibration as it is passing through a material; most sound waves spread out in every direction from their source

### **speed**

the measurement of how fast an object is moving

### **sun**

any star around which planets revolve

### **survive**

to continue living or existing: an organism survives until it dies; a species survives until it becomes extinct (related word: survival)

### **system**

a group of related objects that work together to perform a function



## T

**tectonic plate**

one of several huge pieces of Earth's crust

**thermal energy**

energy in the form of heat

**topographic map**

a map that shows the size and location of an area's features such as vegetation, roads, and buildings

**trait**

a characteristic or property of an organism

**transparent**

describes materials through which light can travel; materials that can be seen through

**turbine**

a machine designed to spin in a stream of moving water, steam, or wind that is often used in generating electricity

## V

**valley**

a low area of land between two higher areas, often formed by water

**volcano**

an opening in Earth's surface through which magma and gases or only gases erupt (related word: volcanic)

## W

**water**

a compound made of hydrogen and oxygen; can be in either a liquid, ice, or vapor form and has no taste or smell

**watermills**

structures that use a turbine or water wheel to harness the kinetic energy of moving water to operate machinery or as a step in the generation of electricity

## Glossary

**watershed**

a region in which all precipitation and surface water collects and drains into the same river

**wave**

a disturbance caused by a vibration; waves travel away from the source that makes them

**weathering**

the physical or chemical breakdown of rocks and minerals into smaller pieces or aqueous solutions on Earth's surface

**windmills**

structures that use blades placed at an angle around a fixed point to convert the kinetic energy of wind into energy that can operate machinery or generate electricity

**work**

a force applied to an object over a distance

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